A professional development plan to increase student motivation through the analysis of three motivational components: student, teacher, and accountability measures

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A professional development plan to increase student motivation through the analysis of three motivational components: student, teacher, and accountability measures

Abstract
This paper contains professional development plan and instructions to be used to train educators about student motivation. While the plan was created to be implemented as a year-long professional development, it could be used in smaller increments focusing on one or two of the three total components that influence student motivation. The three components include: student, teacher, and accountability measures. The final plan, Student Motivation Professional Development Plan, SMPDP, was formulated from research referenced within this paper. SMPDP agendas, plans, and all necessary materials needed for implementation are also included.
A PROFESSIONAL DEVELOPMENT PLAN TO INCREASE STUDENT MOTIVATION
THROUGH THE ANALYSIS OF THREE MOTIVATIONAL COMPONENTS:
STUDENT, TEACHER, AND ACCOUNTABILITY MEASURES

A Graduate Project
Submitted to the Division of Literacy Education
Department of Curriculum Instruction
In Partial Fulfillment
Of the Requirements for the Degree in
Master of Arts in Education

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University of Northern Iowa
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This Research Paper By: Ashley Ann Oleson

Entitled: A Professional Development Plan to Increase Student Motivation through the Analysis of Three Motivational Elements: Student, Teacher, and Accountability Measures

Has been approved as meeting the research project requirement for the Masters of Arts Education Degree

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Abstract

This paper contains professional development plan and instructions to be used to train educators about student motivation. While the plan was created to be implemented as a year-long professional development, it could be used in smaller increments focusing on one or two of the three total components that influence student motivation. The three components include: student, teacher, and accountability measures. The final plan, Student Motivation Professional Development Plan, SMPDP, was formulated from research referenced within this paper. SMPDP agendas, plans, and all necessary materials needed for implementation are also included.
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Dad, you have always made sure us kids knew it was okay to dream and dream big. Your sense of humor and love for learning is something I will always admire and value. I try to instill both of these attributes into my students daily.

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# TABLE OF CONTENTS

ABSTRACT ...................................................................................................................... iv

ACKNOWLEDGEMENTS .............................................................................................. v

LIST OF TABLES ............................................................................................................ xiii

LIST OF FIGURES .......................................................................................................... xiv

INTRODUCTION .............................................................................................................. 1
  Purpose ........................................................................................................................... 9
  Research Questions ..................................................................................................... 13

METHODOLOGY ............................................................................................................ 13
  Data Collection ............................................................................................................ 14
  Data Analysis ............................................................................................................... 15
  Limitations ................................................................................................................... 18

LITERATURE REVIEW ................................................................................................. 19
  Student Component of Understanding Student Motivation ...................................... 20
    Understanding Dimensions of Children’s Motivation for Reading ......................... 20
    Dimensions that Influence Struggling Readers’ Reading Motivation the Most ....... 26
  Student Mindsets and How to Change Them ............................................................. 31
    Fixed Mindsets ......................................................................................................... 31
    Growth Mindsets ...................................................................................................... 33
    Changing Mindsets .................................................................................................. 35

Teacher Component of Understanding Student Motivation .................................... 37
  Teacher-Student Relationships Highly Influential to Motivation ............................. 37
  Classroom Environment ............................................................................................ 40
  Teacher-Student Communication .............................................................................. 42
Accountability Measures Component of Understanding Student Motivation..............44
Standardized Assessments Send Discouraging Messages to Struggling Students 45
Test Anxiety More Prevalent Among Struggling Readers.................................47
Standardized Assessments Can Provide Misinformation About Student Proficiencies .................................................................48
Assessing Students in the Same Way They Learn for Growth Over Time, Not Academic Year ..........................................................50
Components of Effective Professional Development........................................53
Addressing Goals: Individual Teachers, School, and District..........................54
Requires Participation at All Levels ..............................................................55
Periodic Assessment Towards Goals that can be Monitored and Ongoing...........56
Professional Development Must Be Multilayered, Differentiated, Engaging......57
Dedicated Time for Ongoing Professional Development..................................60
Uses Technology to Advance Practice ............................................................61
THE PROJECT ..................................................................................................62
Purpose .............................................................................................................62
Audience ..........................................................................................................63
Overview of the SMPDP Model .........................................................................63
Supplies ...........................................................................................................65
Daily Breakdown of SMPDP Agenda ...............................................................66
Day 1—Introduction—Session 1 ........................................................................66
Session 1 ...........................................................................................................66
Day 2—Phase 1—Sessions 2 and 3 ..................................................................72
Session 2 ...........................................................................................................73
Appendix U: *The Learning Myth: Why I’ll Never Tell My Son He’s Smart* Article .......................................238

Appendix V: Reframing for A Growth Mindset Activity Handout .....................................................................241

Appendix W: *Top 5 Reasons to Celebrate Your Mistakes at Work* Article .......................................................243

Appendix X: 3 Minute Paper Submission Google Form #4 ...............................................................................249

Appendix Y: Implementation Log Google Form #2 ..............................................................................................251

Appendix Z: Implementation Log Activity Options ...............................................................................................254

Appendix AA: Agenda for Day 4—Phase 1—Session 5 .........................................................................................256

Appendix BB: Group Reflection Log ....................................................................................................................258

Appendix CC: Green and Red Flags of Implementation ........................................................................................262

Appendix DD: Agenda for Day 5—Phase 2—Sessions 6 & 7 ................................................................................264

Appendix EE: Teacher Component of Understanding Student Motivation PowerPoint .....................................266

Appendix FF: Table Team Article Reading, Summarization, And Presentation Google Slides 

Template .................................................................................................................................................................269

Appendix GG: Communications Scenarios Handout ...........................................................................................272

Appendix HH: 3 Minute Paper Submission Google Form #5 ............................................................................275

Appendix II: Implementation Log #3 ...................................................................................................................277

Appendix JJ: Class Introduction PowerPoint .......................................................................................................279

Appendix KK: Infant Through Secondary Graphic of Supports from Class ..........................................................284

Appendix LL: What Is Class? Info Sheet ................................................................................................................286

Appendix MM: Class Protocol for Classroom Observations ..................................................................................288

Appendix NN: 3 Minute Paper Submission Google Form #6 ............................................................................293

Appendix OO: Sample Class Observation Training Agenda ...............................................................................295

Appendix PP: Agenda for Day 8—Phase 2—Session 9 .........................................................................................297

Appendix QQ: Class Observation Documentation Google Form ........................................................................299
Appendix RR: Agenda for Day 9—Phase 3—Sessions 10 & 11 .......................................................... 301

Appendix SS: “Standardized Assessments: What We Expect and What We Actually Get!”

Infographic ........................................................................................................................................ 303

Appendix TT: 3 Minute Paper Submission Google Form #7 ............................................................... 309

Appendix UU: “Looking at Our Data” Group Slides Presentation ..................................................... 311

Appendix VV: “Struggling Readers and Standardized Assessments” Infographic ................................ 314

Appendix WW: 3 Minute Paper Submission Google Form #8 ............................................................... 319

Appendix XX: Analyzing Our Data: Below-Proficient Trends Document Template ............................. 321

Appendix YY: Agenda for Day 10— Phase 3—Sessions 12 & 13 ...................................................... 337

Appendix ZZ: Test Anxiety & Student Achievement PowerPoint .................................................... 339

Appendix AAA: Test Anxiety Infographic from Michelle Adams Blog ............................................. 343

Appendix BBB: Test Anxiety: Causes and Remedies Article ............................................................ 349

Appendix CCC: What We Can Do to Help PowerPoint ..................................................................... 352

Appendix DDD: Stress: Kids Health in the Classroom Lesson Plan Handout .................................... 358

Appendix EEE: Tapped Out Teens: 4 Stress Relief Strategies that Work Article ............................... 366

Appendix FFF: Understanding Test Anxiety and What We Can Do to Help Children Article .......... 370

Appendix GGG: Implementation Log #4 ......................................................................................... 374

Appendix HHH: Assessing Students in the Same Way They Learn PowerPoint .............................. 376

Appendix III: 3 Minute Paper Submission Google Form #9 ............................................................. 378

Appendix JJJ: Agenda for Day 11—Phase 3—Session 14 ................................................................. 380

Appendix KKK: Agenda for Day 12—Conclusion—Session 15 ........................................................... 382

Appendix LLL: Creating a Culture for Change Handout ................................................................... 384

Appendix MMM: Assessing the Quality of Our Professional Development Program Handout .......... 388

Appendix NNN: Charting Our Progress Handout ............................................................................. 391
Appendix OOO: 20 Minute Paper Submission Google Form .................................................. 395

Appendix PPP: *Sharing Our Success and Solving Our Problems* Handout .......................... 397
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recurring Themes Found in Research Articles</td>
<td>16</td>
</tr>
<tr>
<td>2. Identified Components of Effective Professional Development</td>
<td>54</td>
</tr>
<tr>
<td>3. Condensed Year-Long SMPDP Agenda</td>
<td>65</td>
</tr>
<tr>
<td>FIGURE</td>
<td>PAGE</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>1. The Number of Articles Containing the Recurring Themes</td>
<td>17</td>
</tr>
<tr>
<td>2. Categories and Dimensions of Reading Motivation</td>
<td>26</td>
</tr>
<tr>
<td>3. The Two Mindsets</td>
<td>34</td>
</tr>
<tr>
<td>4. The Role of Effective Interactions in Creating Opportunities to Improve Children’s Outcomes</td>
<td>39</td>
</tr>
</tbody>
</table>
INTRODUCTION

The primary objectives English and Language Arts teachers are expected to fulfill each year are to increase each students' reading, writing, and literacy performance; but even more so, teachers are expected to ensure each student achieves the status of proficiency determined by standardized assessments. Students in our district are sorted and categorized by their scores on standardized assessments. By the time our students enter high school, there is little assistance offered to those struggling with the task required most often for success in school: reading. If they test in the low range on the MAP (Measures of Academic Progress) assessment or on Iowa Assessments, they are entered into a course, entitled Reading Enhancement, created with the purpose of providing remedial reading assistance to students who were labeled as below proficient or at-risk readers.

From 2010-2014, I worked primarily with college-bound students in upper-level literature courses, but also sophomores in a required English 10 course. Most of my students were proficient or above proficient, with a minimal number of struggling or at-risk readers. As I began my fifth year of teaching in this small Iowa high school of 197 students, I found my perception of teaching and learning drastically changing when I was given the responsibility of teaching Reading Enhancement. This class was described to me by the administration as a course that would teach and help students utilize strategies for improving their reading comprehension, vocabulary, and fluency. The overall goal of the course: introduce strategies to students using a common text with the intent that students would be able to transfer these strategies to their content area classwork (Aden, 2014). After looking through my new students’ cumulative folders and accessing their prior grade information, it became clear to me that many of the students who were enrolled in Reading Enhancement failed multiple courses every year and also had re-occurring attendance issues. MAP scores for these students were concerning as well. These
standardized assessment results informed me that these students were not performing as proficient at their grade level. This made me wonder if the complexity of reading an assigned text and then using that text as the main source of learning a specific content area was just too difficult for the majority of these students.

As I began to plan, I became anxious throughout the summer and the beginning of the next school year. I had never worked with students who needed this sort of help. I honestly was not sure I was prepared to provide the type of scaffolding and support they needed to be successful, not only in their English courses, but in each of their required core classes. During the first four weeks of teaching this new class during the fall of 2014, I quickly learned that teaching Reading Enhancement was nothing like any of the classes I had taught previously. From my perspective, everything I had done with my students in the past to build a positive classroom environment seemed to be failing. The students appeared to me to be frustrated and unmotivated, and frankly, so was I. The first three weeks of school left me feeling apprehensive and worried, and from my observations, it seemed to me that my students were feeling as unmoved by our work as I was. I began the year with a unit which focused on identifying informational text structures. At the time, I was unaware that these particular students had difficulty identifying the main idea of a text, much less its structure; what I was expecting them to be able to do wasn’t possible with the skills and strategies that they possessed. It became clear to me that I wasn’t prepared to teach in a way that set this group of students up for academic success. I began to wonder what I needed to alter to provide my students with a classroom environment that was more beneficial for improving their literacy and reading skills than what was currently in place. I quickly learned that for my students and I to have a successful year, I was going to have to determine what motivated each of them to come to school every day and put forth their best effort. During that third week of class, I had a conversation with the students about their thoughts
and concerns with our class. My students were willing to share with me that they felt that I held expectations they weren’t able to meet in regards to tasks with texts I thought they would have able to do. They also shared that this was the first class where all of them had similar literacy issues, and were able to share how they felt collectively. In essence, I realized from this conversation they did not know how to approach text and learn from it in ways that I thought they should already know; they felt as though our school, teachers, and educational system were letting them down.

One particular student helped me see the desperate need for change in our class and school system as he expressed his desire to improve his reading abilities, but also made it clear to me how school currently worked, and didn’t work for him. Tommy, (pseudo name used for confidentiality purposes) a 6’3” Iowa farm boy, was my saving grace that year. He was the type of student teachers wanted to have in the classroom. He was willing to try anything that was put in front of him and always put forth his best effort on every assignment, even though he read at the 6th-grade level and his best effort often fell far short of being proficient. Tommy was a sophomore that completed every homework assignment on time even though it took him much longer than his peers. Reading Enhancement was designed for students like Tommy. The goal was to help aid him in the development of his literacy skills that somewhere along the line quit progressing like the rest of his classmates. Tommy knew he struggled and that there was a disconnect between the success he saw in the classroom through his grades and the effort he put forth. He wanted help, and he wanted to see improvements in his skills and grades. But most of all, Tommy wanted school to work for him. He wanted to continue to complete each and every homework assignment without it taking him the extra hours at night. He was tired of being told that he wasn’t meeting the numbers that were considered proficient for a student of his age and grade. All of this took me three weeks to understand. This student wanted to improve and would
do anything to celebrate the minor victories and accomplishments he had made throughout the year. But when the beginning of the fourth week of school came, there was a change in Tommy’s attitude. MAP standardized testing would begin and Tommy, the kid who would try anything, made it very clear he disliked the standardized testing process because “it doesn’t truly show what I know,” Tommy said.

MAP testing is how our district assesses each individual student, kindergarten through eleventh grade, to monitor their annual progress and also determine what teachers and administrators need to improve upon as a district. Tommy could not have been less thrilled about MAP testing again. He made a simple, but profound statement that changed the way I looked at each of my Reading Enhancement students and their lack of progress and motivation from the beginning of the year. All he said was, “[it] always tells me I’m behind, so why should I try?” Little did Tommy know he had just provided me with a key understanding of each of my reading students. He made it abundantly clear in the prior weeks he was willing to put forth his best effort on every task. He was motivated to learn on a daily basis when he was not being labeled as “below proficient” or as “at-risk.” But as soon as Tommy was told he was behind or not meeting the mark when compared to other students, his motivation diminished. Tommy had given the impetus for me to seek a different way to approach my Reading Enhancement class. Tommy’s observable effort and determination during the first few weeks of school, as well as his overall desire to learn, showed me that he thought he was capable of completing the tasks that teachers assigned him, even if it took him longer than the rest of his peers. He knew completing the work was more difficult for him than most of the other students in his classes, but he continued to submit the best work he was capable of. These observations of Tommy throughout the first three weeks of school showed me that whether a student was below proficient, proficient, or above proficient they have the drive to learn but need the right kind of instruction to make that happen.
Through Tommy I realized the need to improve my teaching in order to make it possible for him (as well as other students) to succeed in learning the same content and text strategies. So why then had our class been such a struggle up to this point? The answer was simple: Motivation. What I came to realize from my observations and my discussion with Tommy was that most often, students that are labeled as below proficient are trying to make it through each class and to the end of the day without being called on or called out because of their labeled deficiencies. Their goals and aspirations of making it through the day are often quite different than their peers who are interested in getting the best grades (Klauda & Guthrie, 2014; Melekoglu, 2011; Melekoglu & Wilkerson, 2013). In fact, Klauda and Guthrie argue that students who struggle in school often state that their interests focus primarily on things outside of the school, such as working. Students who have had difficulty with reading devalue the task because, over time, they begin to see it as unimportant due to the amount of effort it requires of them. In Klauda and Guthrie’s study, they explain that the primary difference between proficient and non-proficient readers is what motivated them. Motivation and engagement predicted achievement more strongly for proficient readers. Challenges, including comprehension and fluency, faced by non-proficient readers limits their ability to increase achievement, and, in turn, decreases their level of motivation. Struggling readers can dedicate more time and attention to reading but still not achieve the same outcomes as proficient readers. This increased time and attention to reading with little positive outcome continues to discourage, disengage, and decrease readers’ motivation. Klauda and Guthrie found that proficient readers were most influenced by intrinsic motivators. Struggling readers, on the other hand, were most influenced by devaluing motivation, which means that they were most influenced by “the belief that reading is not important or useful,” explained Klauda and Guthrie (2014, p. 242). This research piqued my interest to fully understand what actually motivated my students. My intention and purpose for studying student
motivation came from my desire to understand the motivational elements that influence student achievement. I wanted to find ways to improve upon my teaching so I am able to help all of my students, but specifically my Reading Enhancement students, improve their literacy and reading skills and become better prepared for their college and career aspirations.

Through my work with my Reading Enhancement and English 10 classes, I noticed reoccurring elements that both positively and negatively contributed to my students’ desire, or lack thereof, to complete their work and do so to the best of their ability. These three elements include: 1) extrinsic and intrinsic student motivation, 2) teacher talk and interaction, and 3) accountability measures. Through conversations with my Reading Enhancement students and observations of their willingness to work on assigned tasks, I was able to identify these three areas that seemed to most influence my students and their motivational levels. Tommy, along with three other students, expressed that their performance and academic achievements in classes prior to Reading Enhancement left them feeling like they weren’t capable of doing many of the tasks that teachers assigned to them, especially tasks that were mainly text oriented. Their confidence in their abilities was lacking; in turn, this seemed to influence their intrinsic motivation. From this observation, I started to question if and how students, as well as their extrinsic and intrinsic motivation, influenced their achievement in reading. This question often led to conversations with them about their educational experiences and how they felt about the support they were provided by different teachers. Many of the students, Tommy specifically, were able to provide specific details about what motivated them to do, or not do, their reading and homework assignments. These conversations also led me to believe teachers often impacted the way these students felt about their success in the classroom as well as what they thought they were capable of accomplishing. Tommy reflected on many situations he experienced in other classes and noted one situation that left him feeling as though he shouldn’t even volunteer to read...
out loud because of something a specific teacher had said to him. The teacher asked him not to read out loud to the rest of the class. From there on out, Tommy quit volunteering to read and quit providing answers in class. His motivation to do the assignments for that class deteriorated as well. For a student who wanted so badly to succeed and earn good grades, he felt, as he expressed, very defeated because of these comments that came from his teacher. This realization had me pondering how teachers benefit or hurt student motivation. The last element, accountability measures, was also identified from these student conversations. It was during these conversations that Tommy expressed how he felt every time standardized assessment results were presented to him. He continually felt as though he wasn’t meeting the expectations that were outlined for students of his age and grade. Being told he was non-proficient repeatedly after each standardized assessment had led Tommy to think that he wasn’t capable of ever achieving a proficient reader status. His attitude and drive diminished throughout the testing week, and it took an entire week after testing finished to see Tommy settle back into his normal self, working diligently to submit every homework assignment and keep his grades between the B and C range. The observations and conversations I had almost weekly with my Reading Enhancement students indicated to me that there were three key elements that students were motivated by: themselves and their intrinsic and extrinsic motivation, their teachers, and lastly, their perceptions of themselves seen through assessment data scores, which I encapsulated in the term accountability measures.

The element of extrinsic/intrinsic student motivation seemed to be the most influential when observing my Reading Enhancement students because most of them were able to identify many negative learning experiences that led to their disengagement or shortage of positive motivational factors. I started to recognize that my reading students spent more time avoiding their assigned tasks than my English 10 students. They often did not believe they were capable of
completing the work. I routinely documented specific instances of student encounters when students refused to start their work because they did not believe they were able to do it. It had become obvious to me that many of my Reading Enhancement students lacked whatever internal motivational factors that benefited proficient and above proficient readers. Discovering these elements by observation and identifying the disconnect in internal motivation with my Reading Enhancement students, I recognized a need for further research in this area. The teacher element consists of the acknowledgement that teacher interaction and talk can either help or hinder student motivation. This definition came from conversations with my students where they were able to provide numerous academic experiences that helped determine their motivational levels. Students explained that they had teachers that had either inspired and motivated them in an effective manner that influenced their motivation, or had talked or acted in a way that inhibited their motivation to try. Realizing the influences this element has on student motivation also directly correlates to the extrinsic factors of the student element as well. Tommy was able to identify teachers that had both limited and advanced his motivation when he expressed that “I don’t read out loud in Mr. F’s class because he said I read too slow. I don’t want to feel stupid in front of other kids. But you always tell me it's okay to read slowly as long as I am trying to get better at it,” stated Tommy. Lastly, the accountability measures element can have a detrimental effect on students without intending to do so. Standardized test scores have the ability to inform and influence instructional decisions for teachers and administrators, as well as provide comparisons about student achievement among schools, but these tests often label students as above proficient, proficient, and below proficient. Standardized testing is not the most reliable way to gather student data (Cawthon, Leppo, Carr, & Kopriva, 2013; Tomlinson, 2014; Whitehead, 2007) and can decrease student motivation because of the labels the testing results put on students (Tomlinson, 2014; Whitehead, 2007). These labels, as Tommy explained, made him feel as
though all of his hard work went unnoticed as each year passed without him earning that
proficient label that many of his peers were able to obtain.

**Purpose**

From my observations of all of my students, it has become increasingly clear that student
motivation is a key factor in student success. Klauda and Guthrie (2014) explain that

...motivation facilitates engagement, which in turn facilitates achievement. In this
perspective, motivations in a certain area (such as reading) are postulated to lead to
increases in engagement in related tasks. Increased engagement is expected to
generate gains in achievement across a variety of measures. (p. 240)

Teachers and students, together and as individuals, play an integral role in the establishment of
positive and purposeful student motivation, which can lead to increased student achievement, but
both can also have the adverse effect and can hinder or limit student success. Singularity, students
impact their own motivation in a number of ways which can be divided into two categories:
intrinsic motivation and extrinsic motivation (Baker & Wigfield, 1999; Becker, McElvany, &
Kortenbruck, 2010; Dweck, 2006; Klauda, & Guthrie, 2014; Melekoglu, 2011; Melekoglu, &
Wilkerson, 2013; Schiefele, Schaffner, Moller, & Wigfield, 2012). Teachers have also been
documented as individuals who play an influential role on student motivation in positive and
negative ways. Depending on the verbal and nonverbal forms of communication used with
students, the established classroom environment, and established relationships beyond the student
and teacher roles, students can be more motivated to succeed or less motivated to succeed in that
particular teacher’s class (Allen et. al, 2013; Furlich, 2014; Johnston, 2004; Research into
practice, 2013; Wilkins, 2014). Because of this complex connection between teacher-student
working relationships and student motivation, it is imperative that teachers are offered
educational opportunities that elucidate each element of student motivation. This type of
professional development needs to elaborate on how student motivation impacts student success
and achievement so they are prepared and capable of meeting each student’s motivational needs.
Even more so, this type of professional development can lead to a better understanding of how the role of the teacher can often directly influence student motivation to advance student performance and achievement, or adversely, impede upon student accomplishments (Allen et al., 2013; Dweck, 2006a; Johnston, 2004; Furlich, 2009; Taylor, & Trumpower, 2014; Wilkins, 2014).

The goal of this project is to develop a series of professional development training days that inform teachers about the most essential elements of student motivation and the ways their teaching styles and methods can positively contribute to each of the three identified motivational elements. Student motivation can be a predictor of student achievement and academic success because of its ties to engagement (Baker & Wigfield, 1999; Klauda & Guthrie, 2014; Melekoglu, 2011; Melekoglu & Wilderson, 2013; Retelsdorf, Koller, & Moller, 2010; Schiefele, Schaffner, Moller, & Wigfield, 2012; Taylor & Trumpower, 2014). In their study on motivation, Klauda and Guthrie (2014) compared motivation between struggling and advanced readers where “…motivation, engagement, and achievement in reading is assumed to operate similarly for students at all achievement levels. However, we expect that the connections of motivation and engagement to achievement may differ for struggling and advanced readers,” (p. 240). The findings of Klauda and Guthrie’s study indicated that there were significant differences between students that were identified as advanced readers when compared to struggling readers. This link helps solidify the relationship between student engagement, motivation, achievement, and academic success, and reinforces how crucial it is for educators to be prepared to meet the increasing concerns about engagement and motivation.

There is currently a wide range of studies and research taking place focusing on the impact of student mindsets and the wide variety of elements that influence student motivation (Baker & Wigfield, 1999; Dweck, 2006a; Schiefele, Schaffner, Moller, & Wigfield, 2012; Shenk,
Dweck (2006a) examined the specifics about students who have fixed mindsets compared to those who have growth mindsets. Through her research, she later coined the terms **fixed mindset** and **growth mindset** from her observations of how students differed in their perceptions of whether or not their qualities were fixed and unable to be changed or able to be developed through persistence and determination. Dweck (2006a) described the fixed mindset as:

> Believing that your qualities are carved in stone—the fixed mindset—creates an urgency to prove yourself over and over. If you have only a certain amount of intelligence, a certain personality, and a certain moral character—well, then you’d better prove that you have a healthy dose of them. (p. 6)

Many students that encounter a variety of unpleasant learning experiences, events taking place in school or outside of an educational setting, will often likely have fixed mindsets (Dweck, 2006; Masters, 2014). Challenging situations make students with fixed mindsets feel discouraged. They believe challenges make them vulnerable and seem less intelligent to others. Students with fixed mindsets are usually consumed with the need to prove themselves and spend the majority of their time trying to make themselves seem competent instead of confronting problematic situations to push themselves beyond what they already know to see actual growth in their knowledge and skills (Dweck, 2006a). On the other hand, students with the growth mindset embrace challenging situations in a much different manner. Dweck defined the growth mindset as being “...based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way—in their initial talents and aptitudes, interests, or temperaments—everyone can change and grow through application and experience,” (Dweck, 2006a, p. 7). Essentially, students with the growth mindset accept challenges and obstacles because they acknowledge they are a means to growth. They “believe a person’s true potential is unknown (and unknowable); that it’s impossible to foresee what can be accomplished with years of passion, toil, and training,” as Dweck elaborated (2006a, p. 7). Understanding how influential
the student mindset is to student achievement takes adequate teacher training. Teachers are capable of influencing students to change their mindsets from fixed to growth. The verbal and nonverbal language teachers use can either advance or hamper student motivation and can also influence student mindsets (Dweck, 2006a; Furlich, 2014; Johnston, 2004; Taylor & Trumpower, 2014; Wilkins, 2014).

To further support the need for professional development teacher trainings that address the complex elements of student motivation, research has found that literacy leaders, including classroom teachers, college professors and professionals, and literacy researchers, from around the globe emphasize the importance of motivation in current research and practice that is taking place in classrooms across the world (Cassidy & Grote-Garcia, 2014). Cassidy and Grote-Garcia documented in their 2015 “What’s hot...& What’s not” study that of the 25 literacy leaders who participated in their research, 75% of the respondents agreed that motivation/engagement is not currently considered a hot button issue in education. However, 75% of the respondents also indicated that motivation should be a hot issue to educators, yet it isn’t necessarily being seen as one (2014). From this research and other surmounting evidence, such as Dweck’s research on mindsets, it became increasingly clear to me that student motivation is an issue educators need to address to ensure student achievement and success in all areas. Reflecting on my current teaching position, the establishment of a thorough professional development training to educate teachers about student motivation is needed in my current district, as it is in many other districts in our community. It is an area in literacy that needs to be addressed that is currently being left largely unattended. If a greater emphasis was put toward educating teachers about student motivation, there is potential that student achievement could increase exponentially.
Research Questions

This literature review seeks to find a multitude of answers that focus on the encompassing topic of student motivation while specifically looking at three main elements of student motivation: the student element, with an emphasis on intrinsic and extrinsic motivation, the teacher element, and the accountability measures element. This literature review was driven by the following four questions:

1: What does current research reveal about elements that encourage or inhibit student motivation?
2: What does current research reveal about elements that encourage or inhibit student motivation in struggling readers?
3: How could professional development be designed to help teachers become aware of their role in student motivation?
4: How could professional development be designed to help teachers negotiate teacher talk to influence the development of intrinsic motivation and insulate students from the accountability measures?

METHODOLOGY

The methodology section addresses the process by which the literature was researched, reviewed and addressed in this paper. It consists of three subsections: the data collection process, the data analysis process with the emergence of themes identified during the research, and lastly, the limitations to the research. The data collection subsection illustrates how the various sources were collected to be used as supportive data and then how it was analyzed. The data analysis subsection explains the identified findings and themes that emerged as the research was conducted. The limitations subsection describes possible limits derived from the process of conducting this literature review.
Data Collection

The data collection portion of the research was conducted in two parts. Part one was conducted by focusing on prior studies that involved the analysis of the three elements of student motivation: student, teacher, and accountability, to provide a detailed outlook as to how each element influences motivation and to what extent. From the various resources that were collected, the three elements were able to be divided up further to explain a variety of variables that help or hinder student motivation. The purpose of part one’s research was to aide in answering the first two research questions: 1) What does current research reveal about elements that encourage or inhibit student motivation? and 2) What does current research reveal about elements that encourage or inhibit student motivation for struggling readers?

As information was being gathered to provide answers to the first two research questions, a total of twenty-four articles, three books, and one webinar video were collected to provide evidence in support of each of the elements. Each of the peer-reviewed articles that were collected were gathered using search terms that included: student motivation, teacher talk, teacher-student relationships, standardized assessments, struggling readers, and student mindsets. A combination of each of these terms was also used to do a further detailed search for more reliable and valuable resources throughout the progress of the research. These articles were then used to analyze each individual dimension of student motivation and the contributing components of each element and then coded to determine which of the three elements it outlined. Once the coding was completed, the student motivation element had a total of fifteen supporting resources (twelve articles and three books), the teacher element had a total of nine supporting resources (six articles, two books, and one webinar), and the accountability element had a total of six article resources. One single article and one book were able to provide information for both the student element and the teacher element, therefore these two sources were coded under both
elements. The rest of the collected sources were coded for only an individual element. From this point, each of the individual element sources were further scrutinized to determine the various commonalities and differences that were indicated by each source. These sources provided a sound basis for the wide variety of element information that was collected.

The second portion of the data collection focused on answering the third and fourth research questions: 3) How could professional development be designed to help teachers become aware of their role in student motivation? and 4) How could professional development be designed to help teachers negotiate teacher talk to influence the development of intrinsic motivation and insulate students from the accountability measures? A total of seven peer-reviewed articles and one textbook were collected to address these research questions. This research focused on identifying the most effective strategies to make professional development meaningful and impactful to the participating teachers. The main goal of this secondary portion of research was to ensure that the professional development that was designed to address student motivation actually benefited the teachers that were taking part in the workshop. As each of the articles and textbook were read and dissected, similarities and differences between each of the resources were identified by common themes and standards. While this portion of the research was a secondary focus to understanding student motivation, it is important to note that the entire purpose of this research was to devise a teaching experience that was applicable for future educator use in effort to make teachers more aware of the implications that student motivation has on student success and also how teachers can positively impact student motivation.

Data Analysis

To understand each of the elements, they were further broken down into identifiable themes that can be located throughout each of the resources. There were a total of ten identified themes that encompass all three of the elements. To analyze the data, first each of the student
element articles were read and analyzed to find identifiable themes that were present throughout (see Table I and Figure 1). From the use of the student element resources, three large overall themes were identified: Theme 1: Understanding Dimensions of Children’s Motivation for Reading, Theme 2: Dimensions that Have a Greater Influence on Struggling Readers’ Reading Motivation, and Theme 3: Understanding Student Mindsets and Their Influence on Motivation. There was an abundance of information regarding these topics to provide these discovered themes.

Table 1

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Recurring Themes Found in Research Articles

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<td>Theme 2</td>
<td>Dimensions that Influence Struggling Readers’ Motivation the Most</td>
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<td>Theme 3</td>
<td>Student Mindsets and How to Change Them</td>
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<td>Theme 4</td>
<td>Teacher-Student Relationships Are Highly Influential to Motivation</td>
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<td>Theme 5</td>
<td>Classroom Environment</td>
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<td>Theme 6</td>
<td>Teacher-Student Communication</td>
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<td>Theme 7</td>
<td>Standardized Assessments Send Discouraging Messages to Struggling Students</td>
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<td>Theme 8</td>
<td>Test Anxiety More Prevalent Among Struggling Students</td>
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<tr>
<td>Theme 9</td>
<td>Standardized Assessments Can Provide Misinformation About Student Proficiencies</td>
</tr>
<tr>
<td>Theme 10</td>
<td>Assessing Students in the Same Way They Learn for Growth Over Time, Not Academic Year</td>
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After the sources for the teacher element were read and analyzed, there were three identifiable themes, which make up themes four through six. Theme 4 explains that teacher-student relationships are highly influential to student motivation. Theme 5 explains the classroom environment and its impact on student motivation. Lastly, Theme 6 focuses on teacher-student communication and the implications it has on student achievement. Information regarding the influence of the teacher element was much less dense when compared to the student element, but the identified resources provided information that tied back to building overall positive teacher-student relationships and a positive classroom environment to increase student motivation.

The accountability articles were read and analyzed last and four themes became apparent from the reading of these articles. These identified themes make up themes seven through ten. Theme 7 identifies that standardized assessments send discouraging messages to struggling students that their efforts and work don’t matter because of the scores they earn. This theme
explains how students receive disheartening feedback year after year that, in turn, limits their motivation to try their hardest on work and assessments. The 8th theme explores the fact that test anxiety is more prevalent among struggling students than it is for their counterparts. Struggling students can become consumed with anxiety which can also limit their desire and motivation to try. Theme 9 emphasizes the fact that standardized assessments can provide misinformation about student proficiencies, and oftentimes this is because students are over tested. Many of the resources used for this element compared the differences between using standardized assessments versus formative assessments to truly gain insight into what students know and what they are capable of accomplishing for more accurate information on student achievement. Theme 10 focuses on assessing students in the same way they learn for growth over time, not growth throughout one academic year. Students aren’t taught, nor do they learn, in the way that standardized assessments are proctored. This theme explains that student motivation will change towards assessments once assessments change to suit the students and their regular form of learning. Once students are given the opportunity to see measureable growth from multiple assessments throughout the year instead of just at the beginning to the end of the year, their motivation will increase. Once assessments match the learning, motivation will increase. The majority of these resources address the limitations to standardized assessments by indicating that they can lead to disengagement and lack of motivation.

Limitations

There are a variety of influential elements that can impact student motivation, but for the benefits of my current practices and students, this research focuses solely on the following three elements: student, teacher, and accountability. Two limitations of this current research have been identified. This first limitation hinders focusing on other elements that could have an impactful influence on student motivation, such as socioeconomic status or implications, local, state, and
federal legislative educational measures, race, ethnicity, and gender. These elements were not researched further because they were not directly tied to the student motivational issues I was encountering with my own students. Our current student demographics are very limited in diversity. Nineteen percent of our students are on free or reduced lunch, but the majority of our students come from white, middle class, Christian families. There are currently 89 male students in the high school and a total of 108 female students. Of the total amount of students, the males make up 45.2% of the total amount of students and females make up 54.8% of the total. There was not enough observational evidence to show the need for further research in the other elements.

The second limitation to this study is that only one person conducted this research and analyzed the sources, which limits the reliability and the validity of the work. The reliability would increase if another researcher or research team analyzed the original articles, coded them, and compared their final conclusions to what has been documented in this literature review.

**LITERATURE REVIEW**

The first part of the literature review addresses research questions one and two: 1) What does current research reveal about elements that encourage or inhibit student motivation? and 2) What does current research reveal about elements that encourage or inhibit student motivation in struggling readers? Each of the three elements, student, teacher, and accountability measures, will be explained at length including the twelve themes that were identified from the research. The subsequent portion of the literature review focuses on components of effective professional development (PD) instruction. It details the essential portions that should be included in PD teacher education to advance and improve student achievement and motivation as much as possible.
**Student Component of Understanding Student Motivation**

The wide variety of elements that influence student motivation have been researched and scrutinized by numerous educational professionals and researchers. Understanding what elements most influence students to be motivated and be successful in school has been a topic in the educational field that has produced varied results. This is where the first theme became evident in the research: Understanding Dimensions of Children’s Motivation for Reading. The motivational dimensions were established throughout years of research that focused on what influenced student motivation. From the gathered information, researchers identified commonalities and differences in what they determine to be the most important and influential dimensions (Baker & Wigfield, 1999; Becker, McElvany, & Kortenbruck, 2010; Retelsdorf, Koller, & Moller, 2010; Schiefele, Schaffner, Moller, & Wigfield, 2012; Wolters, Denton, York, & Francis, 2013). Each of the studies used for this research identified overlapping dimensions, as well as some dimensions that were only identified in singular, individual studies. Beyond the first theme, the second and third themes identified were also within the student component of understanding motivation. These themes include: Dimensions that Influence Struggling Readers’ Motivation the Most and Student Mindsets and How to Change Them.

**Understanding dimensions of children’s motivation for reading.** Baker and Wigfield (1999) conducted a study about the various dimensions that influence student motivation. Through their work, they were able to identify eleven independent dimensions that fell under three main categories. These categories include: 1) Competence and Efficacy Belief Constructs, 2) Purposes Children have for Reading, and 3) Social Purposes for Reading (Baker & Wigfield, 1999, p. 2). Under these three categories, Baker and Wigfield provided explanations for each of the eleven dimensions they discovered through their research and which category they meet the criteria for.
The Competence and Efficacy Belief Constructs category includes motivational dimensions that are made up of how the student feels about their abilities to complete their assigned reading or task. The three identified dimensions in this category include: self-efficacy, challenge, and work avoidance. Self-efficacy is defined as the “feeling that reading behaviors are completely under one’s own control; to be confident in one’s reading ability (Schiefele, Schaffner, Moller, & Wigfield, 2012, p. 433). Self-efficacy is greatly influenced by the individual’s view of themselves and their capabilities. The challenge dimension is described as the student’s “preference for difficult complex reading materials,” (Schiefele, Schaffner, Moller, & Wigfield, 2012, p. 433). Not every student may desire to work with challenging texts though. Students can actually avoid working on their reading skills, as well as avoid reading difficult texts. Students that deliberately avoid working on their skills were used to identify the third dimension in this category, work avoidance. Work avoidance has been described as when a student tries to “avoid reading related work” (Schiefele, Schaffner, Moller, & Wigfield, 2012, p. 433). Struggling readers most often show stronger signs of work avoidance motivation than self-efficacy and/or challenge motivation. The amount of negative learning experiences that struggling readers typically encounter provides a reasonable explanation as to why they are more often motivated to avoid doing their work instead of believing they are capable of completing difficult work and challenging themselves.

The second category, Purposes Children have for Reading, was further broken down into two subcategories: Intrinsic Based motivators and Extrinsic Based motivators. Intrinsically Based motivational dimensions focus on reasons students read that are for mastery or improvement of reading, rather than outperforming others (Baker & Wigfield, 1999, p. 2). The Intrinsic Based subcategory has three dimensions under it, including: curiosity, involvement, and importance. The curiosity dimension is described as the students’ desire “to learn more about personally
interesting topics" (Schiefele, Schaffner, Moller, & Wigfield, 2012, p. 433), which motivates
them to read. It is especially important for struggling readers to find topics they are interested in
reading about to further their motivation in positive dimensions, such as curiosity. Involvement,
on the other hand, is when students “get lost in a story, experience imaginative actions, and
empathize with the characters of the story” (Schiefele, Schaffner, Moller, & Wigfield, 2012, p.
433). It is likely that if a student’s curiosity is high, their involvement with the text will be high as
well (Baker & Wigfield, 1999, p. 2). Lastly, under the Intrinsic Based subcategory, is the
dimension of importance. This dimension concentrates on understanding the importance of the
material and the connections it could have to events or knowledge later in life (Baker & Wigfield,
1999, p. 2). The larger the connection between the material and what the student finds to be
important to understand for their future is what will increase the importance dimension. Finding
ways to incorporate texts that focus on information students believe will influence their futures
into their regular reading opportunities will make reading more applicable to the students. The
Extrinsic Based subcategory includes recognition, grades, and competition (Baker & Wigfield,
1999, p. 2). Extrinsically Based motivational dimensions are comprised of motivators that exist to
earn recognition from others (Baker & Wigfield, 1999, p. 3). These forms of motivation are
typically going to be influenced by teachers, parents, and peers because they want these groups of
people to recognize the work they are doing when it comes to their reading. The recognition
dimension is when students read to “…get praise for good reading performance by teachers,
parents, or friends” (Schiefele, Schaffner, Moller, & Wigfield, 2012, p. 433). While most often
students are praised for reading success, negative reading recognition can be just as influential to
student motivation as positive reading recognition can. When students feel as though they are
being recognized as the struggling readers, at-risk readers, or slow readers, their recognition
motivation may deteriorate. This type of situation was documented from the discussions that took
place with my *Reading Enhancement* students and seemed to be a dimension that greatly
impacted the students’ beliefs and altered their mindsets. Many students with experiences where
teachers, parents, or peers commented on their reading struggles will often begin to feel negative
about reading recognition in general. The grades dimension calls attention to when students read
to solely “improve one’s grades in school” (Schiefele, Schaffner, Moller, & Wigfield, 2012, p. 433). The last dimension that falls under the Extrinsically Based subcategory is competition.
Competition has been defined as the desire “to reach higher levels of reading achievement than
other students” (Schiefele, Schaffner, Moller, & Wigfield, 2012, p. 433).

The third category, the Social Purposes of Reading category, includes only two
dimensions: social and compliance. The social dimension is explained as when students partake
in “reading-related activities with family and peers” (Schiefele, Schaffner, Moller, & Wigfield,
2012, p. 433). These types of interactions with texts don’t have to take place within a school
environment or setting, but can be used solely to participate in other activities. The last dimension
that Baker and Wigfield (1999) included was the compliance dimension. Compliance means
“Reading because of external pressure or assignments in school” (Schiefele, Schaffner, Moller, &
Wigfield, 2012, p. 433). Compliance is a dimension that directly correlates with struggling
readers. Students who struggle with text usually don’t willingly participate in reading activities.
They only participate because it is required by an external source (Baker & Wigfield, 1999).

As a whole, Baker and Wigfield called their explanation of the categories and dimensions
the “Theoretical Taxonomy of Dimensions of Reading Motivation” (1999, p. 2). Two prior
studies that Wigfield participated in were used to aide in the creation of the three categories and
the eleven dimensions as one collective unit to explain what motivates students to read. This
research provided a sound basis for the current research because the included dimensions were
present in all of the other identified research articles. Using Baker and Wigfield’s research in
combination with Schiefele, Schaffner, Moller, and Wigfield’s research (2012), and the research conducted by Klauda and Guthrie (2014), four other dimensions were identified that were not present in Baker and Wigfield’s original study that was conducted years earlier, in 1999.

The four dimensions that were identified through the various readings beyond the Baker and Wigfield (1999) research include emotional tuning, utilitarian, rewards, and investment. The emotional tuning and utilitarian dimensions were identified by Schiefele, Schaffner, Moller, and Wigfield (2012). Emotional tuning was defined as when students use reading “to change an existing feeling, such as alleviating sadness and boredom, or reading to relax” (Schiefele, Schaffner, Moller, and Wigfield, 2012, p. 433). While the study didn’t categorize this dimension, it was placed under subcategory Intrinsic Based, which is part of the the main category Purposes Children have for Reading, because the provided definition focuses on personal, internal reasons children read intending to change their mood. The utilitarian dimension identifies a student’s desire to “learn a procedure or rules for a game, hobby, or craft” (Schiefele, Schaffner, Moller, and Wigfield, 2012, p. 433). Like emotional tuning, utilitarian wasn’t classified with any of the three main categories, but for the purposes of this study, it was grouped with the social purposes for reading category because of its social ties to activities like games, hobbies, or crafts.

The remaining two dimensions that were identified in the other studies were rewards and investment. The rewards dimension was documented by Schiefele, Schaffner, Moller, and Wigfield (2012) and Klauda and Guthrie (2014). Schiefele, Schaffner, Moller, and Wigfield (2012) provided the following definition for this dimension: when a student reads “to gain desirable privileges, such as books, gold starts, or praise, in the classroom or at home,” (p. 433). This dimension was not categorized in any of the three main categories, but Klauda and Guthrie (2014) did note that this dimension was created because of extrinsically based motivation. Therefore, the rewards dimension was placed in the subcategory of Extrinsic Based motivation.
within the main category of Purposes Children have for Reading. The last identified dimension that was noted from the various research articles was the investment dimension. This dimension was documented in the Schiefele, Schaffner, Moller, and Wigfield (2012) research and was defined as reading “to build experience that will lead to achieving long-term goals, such as attending college,” (p. 433). This dimension shares commonalities between it and the importance dimension. Both focus on the student’s future plans, but the difference between them is that importance dimension directly refers to how the material will be relevant to the student later in life, while the investment dimension addresses reading to build experience to use the information later to achieve goals. The inclusion of obtaining personal goals is what sets investment apart from importance. This dimension was grouped in the subcategory Intrinsic Based motivation within the main category of Purposes Children have for Reading because of its connection with internally driven reasons to read to obtain personal goals.

From the collection of the three categories and eleven dimensions that Baker and Wigfield (1999) provided, along with the four additional dimensions that were identified by Schiefele, Schaffner, Moller, and Wigfield (2012), and Klauda and Guthrie (2014), a total of fourteen dimensions were identified under the three main categories (see Figure 2). Understanding the influence and impact that each of these dimensions has on student motivation provides a detailed look at what motivates students and reasons why they read.

Using the fifteen identified dimensions from the previous research is imperative to developing purposeful and applicable professional development for teachers to better understand student motivation. Even though this research was detrimental to providing a start to understanding what truly motivates students, there were still many unanswered questions as to which dimensions most influenced struggling or disabled readers’ reading motivation.
Looking at the previously conducted research, most of the findings were indicative of the proficient students and above proficient students. What the bulk of these research articles failed to identify was the motivational dimensions that most influence struggling readers; this is how the second theme was identified.

Dimensions that influence struggling readers' reading motivation the most. As students make their way from elementary to secondary school, the amount of interventions and remedial reading assistance that is offered continues to decline (Melekoglu, 2011). This was true of my
current district until only five years ago. Prior to the 2011-2012 school year, there was no course or supplemental program offered to students in our high school that struggled from reading deficiencies; this is the reason my district developed the Reading Enhancement course. While my district has taken steps to support struggling high school readers, this continues to be an issue in many schools across the country (Melekoglu, 2011). This realization may provide some insight as to why there were approximately eight million students in upper elementary and secondary grades who had difficulties in reading in 2006 (Biancarosa & Snow, 2006). Even more discouraging are the statistics released from The Nation’s Report Card (2015), which details that 62% of our nation’s 12th grade students are below proficient. The numbers are even more disconcerting for 4th and 8th grade students. Of our nation’s 4th graders, 64% are below proficient, and so are 66% of our 8th graders (http://www.nationsreportcard.gov). With such high numbers of students who are unable to successfully read texts at the appropriate grade level, it is important to look into what motivational factors influence statistics.

This second theme was established to determine what motivational dimensions influence struggling readers the most. Two previous studies conducted by Melekoglu (2011) and Melekoglu and Wilkerson (2013) focused on identifying the areas that seem to impact struggling readers’ motivation the most. Both of these studies used the Adolescent Motivation to Read Survey (ARMS) to specifically address how self-efficacy and importance effect struggling readers’ motivation to read (see Appendix A). A comparison of the two studies provides three common dimensions that appear to influence struggling readers’ motivation more than the others.

The first common dimension that the two studies shared was the negative association with the importance dimension. Because struggling readers do not have the required reading skills they need to derive meaning from what they read, their motivation decreases (Melekoglu, 2011; Melekoglu & Wilkerson, 2013). The importance dimension directly correlates with the students’
understanding of the significance of the information and the role that it could play later in their lives (Baker & Wigfield, 1999).

When students do not see the reading or material as relevant to their futures, their motivational importance is impacted negatively. Melekoglu (2011) directly stated that “Students’ motivation to read and their positive attitudes towards reading steadily decline as they start middle school and proceed to the upper grades because of the disparity between students’ reading interest and the types of reading that children are introduced to at school,” (p. 249). Students who struggle with reading often don’t see the relevance of what the material has to offer them. The importance dimension is often neglected by struggling readers for a variety of reasons, including that they simply aren’t interested in the information, the information is being presented in a way that does not make sense to them, or the information exceeds their knowledge base and they are not able to connect it to any prior knowledge to aide in understanding (Melekoglu, 2011; Melekoglu & Wilkerson, 2013). Because of this issue, it is likely that struggling readers will continue to encounter reading difficulties because they do not see the relevance or significance to reading.

The second common dimension shared between the two studies was the negative association with self-efficacy dimension. Non-proficient struggling readers typically do not have confidence in their reading skills and abilities. Self-efficacy is the belief or “feeling that reading behaviors are completely under one’s own control,” (Schiefele, Schaffner, Moller, & Wigfield, 2012). Often, students who are not proficient in reading do not feel as though they are able to complete tasks that require reading as an essential tool for success. Melekoglu and Wilkerson’s (2013) research identified that self-efficacy is a skill that needs to be clearly and concisely taught to non-proficient students to see improvements in this dimension. “Self-directed learning is a crucially important technique that requires motivation and needs to be taught explicitly to
struggling readers. Competent readers do not succeed in other content areas without engagement and motivation,” (p. 86). Students that have difficulty in reading may display non-compliant, behavioral issues in order to try to avoid having to complete required reading related tasks. For some students, it may be easier to seem unwilling to participate, rather than be viewed as unable to participate because of their reading deficiencies (Dweck, 2006a). Students that are not confident with their reading skills may, in turn, create other distractions to veer away from reading.

Students who avoid work, specifically reading related tasks, have an increased association with the work avoidance dimension. Both Melekoglu’s (2011) study and Melekoglu and Wilkerson’s (2013) study indicated that students who are identified as at-risk or struggling readers experience higher levels of work avoidance than their peers who are proficient readers. Part of the relationship between struggling readers and work avoidance can be explained by noting that “Students without necessary reading skills cannot derive meaning from what they read, and thus, their motivation decreases significantly,” (Melekoglu & Wilkerson, 2013, p. 78). Non-proficient readers are not engaged in the work they are asked to complete; therefore, they do not have any desire or motivation to do the work. Both, the work avoidance dimension and the self-efficacy dimension can provide possible insight into why students with low motivation are the most common culprits of classroom misbehavior and disruptions. “Secondary teachers who work with students with low motivation for reading in their classes can end up spending a substantial amount of time controlling behavioral problems,” (Melekoglu & Wilkerson, 2013, p. 77).

Beyond these two individual studies, Klauda and Guthrie (2014) have also done extensive research comparing advanced readers to struggling readers by focusing on three main elements: motivation, engagement, and achievement. For the purposes of this study, only
motivational comparisons will be explored. First, Klauda and Guthrie identified seven dimensions they divided into two groups: affirming motivations and undermining motivations (p. 241). The affirming motivational dimensions’ group includes four dimensions: intrinsic motivation, value, self-efficacy, and peer-value. The intrinsic motivation and self-efficacy dimensions were the same as previously described in earlier studies. The value dimension was defined as “the belief that reading is important and useful to one’s future,” (p. 242). By this definition, it can be connected to the previously defined version of the importance dimension. Peer-value, by Klauda and Guthrie’s definition, means that “perception that peers value one’s reading practices and opinions,” (p. 242). From this definition, peer-value can be linked to the recognition dimension that was defined by the previous research. Dimensions within the undermining motivations group includes three dimensions: devalue, perceived difficulty, and peer devalue. Devalue was explained as viewing reading as unimportant and not useful, which connects to the original dimension of importance in a negative way. Perceived difficulty was defined as the sense that reading tasks are difficult and hard, which directly connects to negative feelings of self-efficacy. Peer devalue was defined as disrespect about reading practices or opinions of peers, which correlates with negative recognition (p. 242). Klauda and Guthrie also examined the work avoidance differences between advanced and struggling readers. This analysis took place outside of the two groups: affirming motivations and undermining motivations. Upon reviewing the identified findings, Klauda and Guthrie (2014) concluded that over the course of one school year, the struggling readers presented lower levels of value, self-efficacy, and peer-value. Findings also indicated that struggling readers had slightly higher levels of intrinsic motivation, devalue, perceived difficulty, peer devalue, and work avoidance. This research provides a sound indication as to what dimensions of reading most impact struggling readers’ motivation.
The findings from the second theme suggest that struggling readers will continually struggle with reading throughout their entire educational career because they know they are below proficient, and even with various reading interventions, they haven’t been able to change their below proficient status (Melekoglu & Wilkerson, p. 85). Students who have difficulties with reading at younger ages are likely to have reading difficulties as they progress through school (Melekoglu, 2011; Melekoglu & Wilkerson, 2013; Klauda and Guthrie, 2014).

**Student mindsets and how to change them.** While reviewing all of the previous research that makes up themes one and two, Understanding Dimensions of Children’s Motivation for Reading and Dimensions that Most Influence Struggling or Disabled Readers’ Motivation, it became clear to me that how students feel about their ability to accomplish required reading tasks was greatly influenced by their overall attitude toward school and school work. Carol Dweck’s (2006a) work has been essential in the field of motivation, as she coined the term mindset to explain how individuals perceive whether their qualities are fixed and unable to be changed or malleable and able to be developed through persistence and determination. David Shenk’s (2011) work elaborated on Dweck’s research as he studied whether or not human traits are genetically determined or able to be adapted through their environment. The work completed by Dweck and Shenk helped determine the third theme: Student Mindsets and How to Change Them. This theme focuses on understanding how students perceive the concept of ability and who is able to be successful at completing certain tasks as well as those who are not able to complete the same tasks. Beyond ability, this theme also explores the notion of failing, as well as the notion of trying, and the differences between how each mindset approaches both. These three elements will be explored for both the fixed mindset and the growth mindset (See Figure 3).

*Fixed mindset.* According to Dweck (2006a), there are two types of students: students who have the fixed mindset and students who have the growth mindset. Students with the fixed
mindset believe their abilities need to be constantly proven, their deficiencies hidden, and failures need to be avoided at all costs. Students with fixed mindsets stray away from challenging or difficult tasks out of fear that they will fail (Dweck, 2006a, p.15-18). This type of thinking ultimately encourages the student to believe they are not capable of completing certain tasks. Fixed mindsets are often found among students who struggle with reading. The experiences they have encountered with reading have primarily been difficult or negative, leading them to think they are not capable of doing reading related tasks. In turn, this type of thought process impacts the student’s self-esteem. Dweck noted in her research that “students with the fixed mindsets had higher levels of depression. Our analysis showed that this was because they ruminated over their problems and setbacks, essentially tormenting themselves with the idea that the setbacks meant they were incompetent or unworthy,” (p. 38).

The problem with fixed mindsets is that students who feel and think this way fail to see that they do have the potential of improving upon their skills and increasing their successes. This is what Dweck defines as “The Power of Yet,” (2006a, p. 25). Fixed mindsets encourage a way of thinking that limits what people believe they are capable of accomplishing. Putting in effort and attempting a task to the best of one’s ability and yet still failing is the worst fear for people with the fixed mindset. The idea that someday they will be able to complete the task they currently struggle with seems illogical. What they fail to see is that they have not “yet” mastered how to complete the task, but with enough time, effort, and dedication, it is likely they would be able to be successful with the same task at a later date (p. 42). Understanding “The Power of Yet” is what most often limits the successfulness of people with a fixed mindset.

When it comes to understanding the fixed mindset, the key component is the concept of failing. Students with the fixed mindset see failure as what determines their overall value, therefore, failing then equates to “I am a failure” (Dweck, 2006a, p. 36-38). Instead of trying to
learn from failures, students with a fixed mindset try to repair their self-esteem after a negative learning experience; this often entails seeking out people that are worse than they are at the task, assigning blame to others, and/or generally making excuses as to why they are not going to try to attempt the task any further (p. 36). This type of behavior after encountering a failure is also connected with the higher rates of depression that people with the fixed mindsets experience.

Growth mindset. Alfred Binet, creator of the original IQ test, once stated that “Some assert that an individual’s intelligence is a fixed quantity which cannot be increased. We must protest and react against this brutal pessimism,” (Binet, 1893). Binet created the intelligence test to help determine what peoples’ minds were capable of by looking deeper into their language and memory skills, visual abilities, fine motor coordination, and perceptual skills. The purpose was not to determine what limits a person was bound to reach and unable to surpass, but to determine their “innate intelligence” (Shenk, 2001, p. 36) as who they were at the moment the test was administered. Binet, like Dweck (2006a) believed that a person’s qualities and skills were able to be continuously developed. People with the growth mindset believe the path to personal growth and continued knowledge is through embracing challenges and complex learning (Dweck, 2006a, p. 21). Students with the growth mindset strive to learn new and challenging material because it is something they have never done before; they thrive on the learning experience. Dweck explains the growth mindset by comparing it to the fixed. While the fixed mindset students constantly feel the need to prove themselves, the growth mindset students believe that struggle and challenges provide them with opportunities to improve. “Why waste time proving over and over how great you are, when you could be getting better? Why hide deficiencies instead of overcoming them?” Dweck explains (2006a, p. 7).
Figure 3. The Two Mindsets (Dweck, mindsetonline.com, 2006b).
Because of this thought process, students with the growth mindset understand they are not going to be successful in their first attempts at every new challenge, but they know if they work hard enough and stay dedicated to the learning process, they will someday be able to do what they had not been able to do before; these students understand “The Power of Yet” (Dweck, 2006a, p. 25).

Students with the growth mindset recognize that knowledge is not about immediate perfection but about the learning that it takes place over time to be successful at tasks that were once difficult. Understanding failure with the growth mindset means that students come to realize that I have not mastered it yet but one day I will be capable of accomplishing this task through hard work and persistence (Dweck, 2006a, p. 36).

Shenk’s (2011) work extends upon Dweck’s mindsets by elaborating that what fixed mindset students do not understand is that students who are successful and accomplish a wide variety of academic feats are not able to do so because of the genetics that they were born with, but because of determination and effort that was put into the task. Shenk elaborates on an interactionist model known as GxE, which means genes multiplied by environment (Shenk, 2011, p. 21). The GxE model is a way to interpret how an individual’s genes and the environment they live and work in ultimately shapes who they become and what they are capable of accomplishing. Students who struggle with reading related tasks often have fixed mindsets. They believe they were born with a certain amount of intelligence that is not able to be improved upon. Shenk’s explanation of the GxE model reinforces Dweck’s (2006a) explanation of the growth mindset because it explains that a person’s genes alone do not predict success but the environment and willingness to participate and grow is what will make the difference between success and failure for many (Shenk, 2011, Chapter 2: Intelligence is a Process, Not a Thing).

Changing mindsets. To see an improvement in student motivation, as well as student achievement, it is imperative students are provided explicit educational opportunities to inform
them of the mindsets, as well as identifying their current mindset. Dweck's online site (2006b) includes ways for individuals to start changing their mindsets by evaluating their current mindset, which includes the following four steps: Step 1: Learn to hear your fixed mindset "voice," Step 2: Recognize that you have a choice, Step 3: Talk back to it with a growth mindset voice, and Step 4: Take the growth mindset action. Each of these steps has multiple options of how to approach a situation when an individual could choose the fixed mindset or the growth mindset. If students are knowledgeable about the mindsets, they will be able to determine when they are experiencing fixed mindset thoughts and change them before turning them into further actions. This recognition would truly benefit struggling readers as they become aware of "The Power of Yet" and understanding they do not have to be successful when first attempting a task, as long as they continue to work towards being able to successfully complete it in the future. It is critical that, while students are introduced to the mindsets, the value of feedback is also addressed. Fixed mindset students believe that everything they do is being judged and any feedback they receive highlights that judgment (Dweck, 2006a, p. 215). This negative perception to feedback limits the opportunities for improving upon the areas in which fixed mindset students struggle. Growth mindset students understand that feedback is a way for them to improve upon what they are capable of and also ask themselves "What can I learn from this?" and "How can I improve?" (Dweck, 2006a, p. 215). This type of questioning is when students will usually be able to determine what changes they need to make to become successful at any assigned task they previously struggled with and be able to repeat the success with future tasks as well. Lastly, the most important part to understanding mindsets and how to change them is that the process takes practice, hard work, and time, (Dweck, 2006a, p. 228). Throughout shifting from one mindset to the other, there will be setbacks, but there will also be accomplishments and victories. The change will not take place overnight.
Teacher Component of Understanding Student Motivation

Students formulate their motivation from numerous dimensions that can be highly influenced by their teachers in the classroom. Teachers play a vital role in establishing positive student motivation from the relationships they build with the students, the classroom environment that is established, and the language and communication strategies that are implemented (Allen et. al, 2013; Furlich, 2014; Johnston, 2004; Wilkins, 2014). Understanding the complex themes that make up the teacher component of understanding student motivation enhances all educators’ knowledge on how their direct actions in the classroom can either contribute to or limit positive and productive student motivation. From the research conducted on how teachers influence student motivation, the following three themes were identified: Teacher-Student Relationships are Highly Influential to Motivation, Classroom Environment, and Teacher-Student Communication.

Teacher-Student Relationships Are Highly Influential to Motivation. The importance of how building positive teacher-student relationships impacts student motivation has been studied by numerous researches over the course of three decades. In fact, during the 1990’s, the University of Virginia’s Curry School of Education developed a Classroom Assessment Scoring System (CLASS) to objectively measure teacher interactions with students and how it impacts learning and achievement (Classroom Assessment Scoring System). The researchers from the University of Virginia’s Curry School of Education developed CLASS to improve teacher-student interactions from infants to 12th grade students. Their previous research had led them to believe that,

Adolescents in middle school and high school characterize their interactions with teachers as frequently unsatisfying and motivating...Engagement in school begins to decline in adolescence, and by entry into high school, this decline is so pronounced that half of high school students report that they do not take their school or their studies seriously. (Classroom Assessment Scoring System, http://curry.virginia.edu/research/centers/castl/class)
This type of declining engagement also negatively impacts student motivation. These researchers developed the observational system because they wanted to determine how teacher-student relationships impacted student achievement. The goal of implementing CLASS into the secondary classroom is to ultimately stimulate a positive relationship between the teachers and their students while fostering deeper engagement and higher motivational levels (Classroom Assessment Scoring System). CLASS operates by defining and measuring effective teacher-student interactions within the classroom through a series of observations. There are three domains that CLASS measures to identify their contribution to positive teacher-student interactions: emotional support, the domain that most influences student motivation, classroom organization, and instructional support (Classroom Assessment Scoring System). This system is used to determine what areas of these domains are in fact taking place within the classrooms, as well as areas that have yet to be addressed but still need to be by the teacher (See Figure 4).

A study conducted by Allen, Gregory, Mikami, Lun, Hamre, and Pianta (2013) used the CLASS system to explore the effects of implementing a teacher observational system into secondary classrooms and the impact it had on student achievement. Allen et al. were able to generalize, from their prior research, that positive relationships between teachers and students did predict student success (p. 78). Their study's results indicated that even improvements as small as one percent by the teacher in the emotional support domain could constitute up to nine percent higher scores in student achievement throughout the course of one school year (Allen et al., 2013, p. 86). Further results from the study supported their previous research in the finding that "each of the three domains of teacher-student interaction were predictive of higher student achievement test scores at the end of the year," (Allen et al., 2013, p. 86).
The Role of Effective Interactions in Creating Opportunities to Improve Children's Outcomes

Beyond using CLASS, other research has been conducted in support of teacher-student relationships impacting student motivation and achievement (Furlich, 2014; Wilkins, 2014). Wilkins (2014) interviewed teachers from eight large urban high schools to identify what they considered to be important elements to teacher-student relationships. From his research, he was able to identify four factors that were established throughout the interviews as essential to building positive teacher-student relationships. The factors were all related to student behaviors that either helped or hindered constructing a positive teacher-student relationship; these factors included: having a sense of humor as a way to break down barriers and connect with the teacher at a deeper level, a mutual showing of respect between the student and the teacher, trying hard in class, and making an effort to talk to the teachers (Wilkins, 2014, p. 52). Wilkins identified that these four factors are influential and impact student achievement and motivation because "Good relationships between teachers and students have been associated with students’ increased motivation, academic achievement, high rates of attendance, and attitudes towards school," (p.
Furlich (2014) researched the relationship between the use of verbal language teachers use and student motivation to learn. In this research, Furlich documented some of the same factors that Wilkins identified in his research. The corresponding factors include: the importance of a sense of humor in connection to likability between the teacher and the student, and a combination of the third and fourth Wilkins factors: trying hard in class and making an effort to talk to the teachers (Furlich, 2014, p. 61). Furlich stated that “...students are more likely to identify with the instructor and institution while attributing their motivation as their own autonomous choices and lead to a stronger relationship between verbal immediacy and student motivation,” (2014, p. 54).

Building on positive relationships and using effective communication is imperative for student success in the classroom. Student comfortableness and confidence ultimately impact their successfulness in the classroom when identifying how teachers impact their motivation.

The relationships that teachers and students establish can impact ultimate success, but this success can be hindered when teachers recognize that students do not try or are not trying, so they put in less effort as well (Furlich, 2014, p. 62; Wilkins, 2014, p. 62). Through the interview process, Wilkins identified that students who tried hard in class had better relationships with the participating teachers (2014, p. 62). But the adverse can also happen. Students who do not try hard in class usually develop a negative relationship with the teacher, ultimately impacting their ability to be successful in a variety of ways, including their own level of effort as well as the amount of effort the teacher is willing to put forth. Furlich documented similar results as well when he noted that instructors and teachers may “become frustrated when their verbal immediacy behaviors that they display in class do not have the positive motivational impact with their students that they had anticipated,” (2014, p. 61).

**Classroom environment.** The classroom environment can largely affect student motivation as well, especially when concerning attitude and engagement opportunities.
Classroom environment has been described as simplistically as the “required mutual respect and a connection amongst all learners in a classroom and with their instructor,” (Taylor & Trumpower, 2014, p. 4). By this definition, all areas concerning formulating common goals, exploring ideas, sharing knowledge and experiences, and making mistakes are all part of the encompassing classroom environment. Because the classroom environment can impact student attitudes, it can also influence student motivation (Allen et al., 2013; Furlich, 2014; Taylor & Trumpower, 2014). Establishing a working-learning environment that allows students to feel that their voices are heard and respected can be highly influential on student motivation. If students do not feel as though their knowledge and experiences are valued in the classroom, they will not continue to work towards improving their skills. Johnston (2004) documented how teachers communicate with students also impacts the learning environment and explained that:

Children, just like adults, learn better in a supportive environment in which they can risk trying out new strategies and concepts and stretching themselves intellectually. This is not just because a supportive community enables individuals to extend their minds beyond themselves without risk, but also because the relationship associated with the learning is an inextricable part of what is learned. (p. 65)

Beyond student voice, the classroom environment can also be predictive of student success when looking at how it is organized. Classrooms that lack structure and organization can impede upon student motivation (Grubaugh & Houston, 1990). Students can develop similar attitudes towards classes where teachers have disorganized structure in terms of classroom cleanliness and lesson organization. If a teacher does establish a well-structured classroom setting and show they care about classroom organization, then students will likely begin to develop similar feelings and attitudes. On the other hand, teachers can establish a clearly organized and structured classroom to promote student organization and motivation.

If students pick up a first impression of disorder, they will begin to look for other cracks in the system that will allow them to do as they please. However, when students pick up a strong first impression that this teacher runs a tight ship, their expectations that they might get away with misbehaving decrease. (Grubaugh & Houston, 1990).
The CLASS teacher observational system has an entire main dedicated to classroom organization and environment that focuses partially on “building supportive relationships” among two other elements which consist of providing “meaningful challenges” and “competences- and motivation-building experiences,” (Classroom Assessment Scoring System). How teachers develop their rapport with students and establish classroom norms is highly influential on student motivation and student success. This is the reasoning behind putting such a large emphasis on the classroom organization main used by the CLASS system. In the study conducted by Allen et al. (2013), they used the CLASS system to focus on how teacher interactions with students impacted their achievement. They further documented that classroom organization encompassed three overall areas: 1) behavior management which focuses on clear expectations outlined for students, positive and effective redirection, and student behavior, 2) productivity which emphasizes the importance of maximizing learning time, establishing routines, and using effective transitions, and 3) instructional learning formats which includes the formation and implementation of learning targets, variety in learning, active facilitation, and effective engagement (Allen et al., 2013, p. 77). All of these forms of classroom organization and environment can be predicative to student motivation and are all originally established by the teacher.

Teacher-student communication. Understanding the influence that teacher-student communication has on student motivation can greatly influence the outcomes and student achievement experienced in the classroom. Furlich (2014) explained that “People tend to communicate with and become closer to people they like and avoid communicating with people they dislike,” (p. 52). The language that teachers use to communicate with their students can establish trust and rapport that can be detrimental to student success. For students to be successful, they need to know that their emotional relationship with their teacher is one that is built upon mutual trust and support. When using the CLASS system to determine student
achievement, Allen et al. documented that "...adolescents are highly sensitive to the emotional rapport they establish with adults in school settings, and the experience of strong connections to adults has been consistently linked to long-term academic success," (p. 78). Furlich (2014), Johnston (2004), and Wilkins (2014) all explored this same concept that teacher-student communication influences student achievement and found similar results. Therefore, stronger bonds between the teacher and the student can positively impact motivation and lead to higher achievement and student growth. This idea supports the notion that teacher communication turns trust into a huge factor of student success.

Productive teacher-student communication was specially explored by Johnston (2004) as he observed successful literacy teachers in their classrooms. Through his observations, he was able to document specific communication techniques and examples of how teachers can communicate most effectively to establish a trusting relationship with students to influence motivation and achievement. Some of these examples include: explicitness, speech is action, identity, agency, knowing, and transfer. Communication with students can be complicated, especially when working with children with varying experiences and at different reading levels; this is why explicitness is so important (Johnston, 2004, p. 7). The language and words used between individuals orients people to feel and think in different ways, which is how Johnston explains speech is action (p. 8). Students begin to see themselves as people with certain characteristics that have been developed through their experiences and teachers can influence who students see themselves as, which is known as identity (p. 22-23). Conversations between teachers and students can lead students to understand how to act and act strategically so they are able to accomplish their goals; Johnston identifies this as agency (p. 29). Teachers can also impact how students use their knowledge and previous learning from one situation to another through the conversations established to make cross curricular connections and develop deeper
meaning (p. 43-44). Using each one of these techniques can help establish a stronger teacher-student relationship all through the power of language and communication. Johnston (2004) explained that “Teachers play a critical role in arranging the discursive histories from which children speak. Talk is the central tool of their trade. With it they mediate children’s activity and experience, and help them make sense of learning, literacy, life, and themselves,” (p. 4).

Knowing the benefits of establishing a positive communicative relationship can also emphasize the importance of the types of conversations that take place between the teacher and the student. Once a trusting relationship has been built and positive forms of communication are being used, it is important that teachers have direct conversations about motivation and how to improve motivation with students (Melekoglu & Wilkerson, 2013). This type of dialogue will allow students to analyze their current motivational influences and how to change or alter them to increase the more positive forms of motivation which influence student motivation the most.

**Accountability Measures of Understanding Student Motivation**

Accountability measures, such as standardized assessments, can also impact student motivation in numerous ways. The purpose of standardized assessments is to determine whether students are learning, but there are a variety of implications that these assessments have that may not be intended. Standardized assessments are used to hold many people and institutions accountable, including students, teachers, school administrators, school districts as a whole, and entire state educational departments (Cawthon, Leppo, Carr, & Kopriva, 2013; Ryan, Ryan, Arbuthnot, & Samuels, 2007; Whitehead, 2007). These assessments provide insight into what students know and are able to do while identifying areas of learning that still need to be addressed, making standardized assessments a beneficial tool for educators to use to analyze student achievement. While these assessments are important to understand student growth and achievement, they can ultimately hurt and decrease student motivation because of a variety of
factors (Cawthon, Leppo, Carr, & Kopriva, 2013; Masters, 2014; Ryan, Ryan, Arbuthnot, & Samuels, 2007; Whitehead, 2007). From the research conducted on how accountability measures influence student motivation, the following four themes were identified: Standardized Assessments Send Discouraging Messages to Struggling Readers, Test Anxiety More Prevalent Among Struggling Readers, Standardized Assessments Can Provide Misinformation About Student Proficiencies, and Assessing Students in the Same Way They Learn for Growth Over Time, Not Academic Year.

*Standardized assessments send discouraging messages to struggling students.*

Standardized assessments offer students the opportunity to determine what areas they need to work to improve to become proficient learners, as well as what areas they are already proficient in, if used appropriately. Struggling readers tend to view standardized assessments in a different fashion though. Oftentimes, students who have difficulty reading become discouraged with the standardized assessment process because they are repeatedly defined as below proficient and behind their grade-level and peers (Masters, 2014; Whitehead, 2007). The process seems to repeat itself year after year as struggling readers take the standardized assessments; they work towards improving upon their skills but many fail to meet the grade level expectations. Dr. Geoff Masters, who has studied educational assessments in both the United States and Australia, has encountered this issue a variety of times during his research and describes it as follows: “When students’ performances are graded against year-level experiences, some less advanced students can receive the same low grade year after year. The feedback these students receive is that they are consistently performing below standard and below other students,” (2014, p. 5). This type of feedback often discourages struggling readers and decreases their motivation, especially for the students who put in continued effort but still aren’t able to meet the defined proficiency levels for their grade. “Such demotivating messages undermine students’ beliefs in the relationship between
effort and success and frequently lead to disengagement," (Masters, 2014, p. 5). The purpose of standardized assessments is to increase student learning, but in many cases for struggling readers, this is not what is happening because they are not using the assessment as a tool to improve, but instead they are using the assessment as a way to define themselves as failures (Whitehead, 2007). This, in turn, leads to disengagement and a decline in motivation in both areas of standardized assessments and everyday classroom work.

Frequently, standardized assessments are also used for placement purposes, like Reading Enhancement, to provide students assistance in the areas they need the most help. While the intention is to provide students extra educational opportunities to improve, they are often implemented in inappropriate ways (Valencia, Riddle Buly, 2004). These remedial classes are put into place to advance the students’ skills, but do not always teach the specific skills that each individual student needs to continue to work towards proficiency. Essentially, these classes can send the message to students that they have been identified as struggling readers and yet the areas where they need the most help are not getting targeted for instruction. From Valencia and Riddle Buly’s research, they identified the following issue with placement classes that target specific skills that not all students may need direct and explicit instruction in to work towards proficiency.

As we have heard a thousand times before, and as our data support, one-size instruction will not fit all children. The evidence here clearly demonstrates that students fail state reading tests for a variety of reasons and that, if we are to help these students, we will need to provide appropriate instruction to meet their varying needs. For example, placing all struggling students in a phonics or word identification program would be inappropriate for nearly 58% of students in our sample who had adequate or strong word identification skills. In a similar manner, an instructional approach that did not address fluency and building reading stamina for longer, more complex text or that did not provide sufficient reading material at the range of levels would miss almost 70% of the students who demonstrated difficulty with fluency. (2004, p. 528)

These placement courses made to help work towards proficiency can send struggling readers further discouraging messages because they are not, in every case, working to improve the areas they actually need the most help in, which usually leads to frustration and disengaged students.
Test anxiety more prevalent among struggling readers. Test anxiety can plague students who are performing at all levels, but it occurs more frequently with students who have been labeled as below proficient or as struggling readers. (Amrein & Berliner, 2003; Ryan, Ryan, Arbuthnot, & Samuels, 2007; Von Der Embse & Hasson, 2012). Previous research has also indicated that during standardized assessments, higher levels of test anxiety is experienced by struggling readers (Ryan, Ryan, Arbuthnot, & Samuels, 2007; Von Der Embse & Hasson, 2012). This same research has identified that students who experience an increase in test anxiety during standardized assessments usually earn lower scores, which contributes to continued and reoccurring below proficient status. This issue of test anxiety also connects to the previous theme, Standardized Assessments Send Discouraging Messages to Struggling Students, because students who experience high levels of test anxiety often feel let down by the assessments when they continually perform poorly. Von Der Embse and Hasson (2012) conducted a study to determine the differences in test anxiety between different school settings. They documented in their results that,

Students who experience test anxiety have lower achievement scores on high-stakes tests resulting in a variety of negative consequences. These consequences may include not graduating, failing to achieve a qualifying score on the ACT or SAT; a cycle of low achievement may begin with poor test scores leading to increased anxiety resulting in even lower performance on high-stakes tests. (p. 184)

This continued struggle to be successful on standardized assessments can eventually limit or decrease student motivation to try on the assessment, and reading in general, perpetuating the cycle even further.

Struggling readers are not the only students experiencing test anxiety over the standardized assessments (Amrein & Berliner, 2003). Students at all proficiency levels are experiencing test anxiety that is negatively impacting their achievement scores and their motivational levels. In a research report conducted in 2003, Amrein and Berliner documented that
standardized tests have negatively impacted student motivation levels for all students, and schools have actually seen an increase in the amount of students who are leaving early from schools on the days of the assessments. Beyond motivational levels, these assessments are also impacting dropout rates. Schools where students are required to take graduation exams and pass at a certain proficiency level experience four to six percent higher dropout rates than schools who do not require similar exams (Amrein & Berliner, 2003, p. 33). Both of these facts have negative implications for struggling readers and below proficient students because they are more likely to experience higher test anxiety and lower scores on the standardized exams.

*Standardized assessments can provide misinformation about student proficiencies.*

Standardized assessments have been used to provide information about teacher and school effectiveness as well as student proficiency rates in the past. But current researchers have identified that standardized assessments are not always a reliable way to determine student proficiencies, especially for students who have been identified as at-risk and/or students from diverse backgrounds (Cawthon, Leppo, Carr, Kopriva, 2013, p. 74; Whitehead, 2007, p. 439).

David Whitehead (2007), an educational researcher from New Zealand, argues that “…the pedagogy and assessment protocols of many secondary schools fail to reflect the use of literacy practices and thinking tools, and so fail to reflect best evidence about teaching,” (p. 434). The argument can be made from such statements that standardized assessments fail to truly assess what students know from how and what they have learned in the classroom; therefore, the information and data that is gathered from the assessments is not as helpful as some people may believe. Whitehead continued to support this claim as he stated, “These assessments failed to reflect how the knowledge had been taught, or whether students could use what they knew,” (2007, p. 435). These assessments lack the “unique and literacy demands of subjects across the curriculum,” (Whitehead, 2007, p. 436).
Beyond knowing whether or not students are proficient in the areas that standardized assessments measure, these tests are often used for purposes other than documenting proficiency. Standardized assessments are frequently used to determine teacher and school effectiveness. Governmental lawmakers, school administrators, and teachers across the United States use these assessments to compare schools to one another by analyzing results. The problem with using such data is that the initial intent for implementing required standardized assessments was to increase student learning, not for documenting teacher and school effectiveness (Valencia & Riddle Buly, 2004; Whitehead, 2007). Because the purpose behind the assessments has changed over the years, the information and data that has been gained from the assessments has also been analyzed in different ways than originally intended. Valencia and Riddle Buly (2004) argue that, “Requiring teachers to administer grade-level classroom assessments to all their students regardless of individual student needs would not yield useful information or help teachers make effective instructional decisions,” (p. 528). Instead they make the point that teachers need to go beyond the standardized assessment scores and conduct additional forms of assessments that will help identify students’ needs by stating, “The data [from their study] demonstrates quite clearly that, without more in-depth and individual student assessment, distinctive, and instructionally important patterns of students’ abilities are masked,” (Valencia & Riddle Buly, 2004, p. 528). Standardized assessments alone do not fully and effectively provide information about students’ proficiencies. Instead of solely using standardized assessments to determine student proficiencies, frequent formative assessments should be used to identify areas of non-proficiency and areas where students are proficient (Amrein & Berliner, 2003; Ryan, Ryan, Arbuthnot, & Samuels, 2007, Tomlinson, 2014; Valencia & Riddle Buly, 2004, Whitehead, 2007).

Going beyond how assessment data is used and analyzed, Whitehead (2007) and Layton (2015) provide insight to another reason not all standardized assessment results are producing
valid data. Whitehead claims that students are over-tested and lack understanding of the value of the testing, therefore their motivation towards these assessments decreases. As previously mentioned, governmental lawmakers, school administrators, and teachers all use the assessment data in different ways, whether they are individually assessing students, assessing teacher effectiveness, or assessing a school’s effectiveness; therefore, it makes sense that students see the purpose and the value of these assessments in a different way as well. Support for Whitehead’s research came when an article published in The Washington Post by L. Layton (2015) examined the amount of time students spend testing throughout the school year. The research indicated that students in the eighth grade spent an average of 25.3 hours testing when 66 city school districts across the nation were studied. The same article documented that the typical student would spend on average 257.3 hours completing 112 standardized assessments between pre-kindergarten classes and the twelfth grade. While students in the United States are spending a substantial amount of time testing, most countries that outperform the U.S. on international exams only test three times across all grade levels. Whitehead (2007) documented in his study that this amount of over-testing can be influential on student motivation because students become tired of testing and, therefore, did not put forth their best effort on the assessments. When students are not testing to show what they are truly proficient in, the data can be misleading.

Assessing students in the Same Way They Learn for Growth Over Time—Not Academic Year. Assessment measures could be used to increase student motivation if they were implemented in a way that assessed growth over time to encourage students to believe they are capable of learning and furthering their progress, no matter what proficiency level they may currently be at. Proctoring and assessing standardized assessments in this fashion is engaging and motivating for students because, even if they have yet to meet proficiency, they will be able to see evidence of their growth towards proficiency instead of only identifying below proficient,
proficient, and above proficient status. Student motivation and engagement will increase when the standardized assessments become relevant to their current learning (Cawthon, Leep, Carr, & Kopriva, 2013; Masters, 2014; Tomlinson, 2014; Whitehead, 2007). As researchers are now documenting, students need to know how they are improving and that they are capable of continued improvement instead of just looking at assessment scores and identifying that they fall into one of the three proficiency groupings. As Masters (2014) explained,

Assessing growth over time ...is focused on establishing the points that individuals have reached in their learning, setting personal stretch targets for further learning, and monitoring the progress that individuals make over time. Underpinning this approach is a belief that, at any given time, every student is at some point in his or her learning and is capable of further progress if they can be engaged, motivated and provided with relevant learning opportunities. (p. 6)

Understanding that students need to be given opportunities to acknowledge their growth and progress directly reflects Dweck’s (2006) growth mindset theory as she emphasized that recognizing every student has the potential to increase their intelligence and skills will ultimately lead to increased engagement and motivation. Master’s continued explanation of this concept was followed up with his insistence that it is imperative that students should be expected to make “excellent learning progress over the course of school year, regardless of their starting point” instead of expecting that all students of the same age should be at the same point in their learning (2014, p. 6).

Since standardized assessments can hinder student motivation and engagement, implementation of frequent formative assessments can prove to be a reliable alternate option for assessing student growth and increasing student motivation (Masters, 2014; Tomlinson, 2014; Whitehead, 2007). Support for regular formative assessments instead of standardized assessments is gaining among educators and education researchers, including Carol Ann Tomlinson. Tomlinson’s (2014) work focuses on the ways that formative assessments can improve overall teaching and learning because she sees them as “an ongoing exchange between a teacher and his
or her students [that] is designed to help students grow as vigorously as possible and help teachers contribute to that growth as fully as possible,” (p. 11). This type of assessment allows for ongoing growth analysis, so when issues or problems do arise in learning, they are able to be addressed immediately and then the learning progress can continue on as it should instead of waiting for standardized assessment results to identify gaps in learning long after the learning has taken place in the classroom. Masters (2014) explains in his research that this type of frequent, formative assessment, builds student confidence and motivation as it consistently shows the student how they have improved.

Changing the way we assess students and analyze their growth alongside them can greatly impact their motivation and desire to learn. Student motivation towards learning will improve once the process of testing changes to suit them; instead of standardized testing in a way that students do not regularly learn in the classroom, assessments need to be proctored and implemented in the same fashion that their typical learning occurs in the classroom (Masters, 2014; Tomlinson, 2014; Whitehead, 2007). Standardized assessments oftentimes do not provide user-friendly feedback that allows for students to grow from the results in an effective and efficient manner. Results from standardized assessments can take weeks or even months in some cases to get back to students, and by then, the data are not nearly as impactful as data that can be analyzed the same day or week the test is administered (Whitehead, 2007). Not only is the time delay an issue, but once standardized assessment results are finally provided to students, they can be overwhelming and too complex for them to entirely understand the information that is being offered to them. Tomlinson (2014) specifically addresses the need for “user-friendly feedback” in her research, emphasizing that for students to “…realize the power, feedback must result in a student thinking about how to improve—the idea is to elicit a cognitive response from the learning, not an emotional one,” and the way to establish a cognitive response from students, the
feedback they receive should be "clear, focused, and appropriately challenging for the learner" (p. 12). The information that is provided back to students from their assessments needs to focus on their first or next steps towards improvement, not just a set of numbers indicating proficiency.

**Components of Effective Professional Development**

The second portion of the literature review focuses on establishing components of effective professional development (PD) instruction while identifying possible answers to research question three: How could professional development be designed to help teachers become aware of their role in student motivation? and research question four: How could professional development be designed to help teachers negotiate teacher talk to influence the development of intrinsic motivation and insulate students from the accountability measures?

Professional development has been studied and analyzed by a vast amount of researchers to establish the overall purpose and goals of PD and how to achieve these goals. The main identified purpose of PD is to improve teaching and teacher practices to generate and increase student achievement (DeMonte, 2013; Vogt & Shearer, 2011). DeMonte (2013) elaborated on how effective PD can generate positive growth in student achievement by stating, "Enhancing skills, knowing strategies, and understanding how to unpack content in ways that students can understand—these are aspects of teaching that can be learned and improved upon," (p. 3). While researchers tend to agree that goal of PD is to improve student achievement, how to construct and implement PD that positively increases student achievement is widely varied. From the research that was read and analyzed for this project, a total of six components of effective PD were identified from a total of eight previously conducted studies to reinforce how to best create and implement the PD for this project plan (See table 2).
Table 2

**Identified Components of Effective Professional Development**

<table>
<thead>
<tr>
<th>Components</th>
<th>Component Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1</td>
<td>Addressing Goals: Individual Teachers, School, and District</td>
</tr>
<tr>
<td>Component 2</td>
<td>Requires Participation at All Levels</td>
</tr>
<tr>
<td>Component 3</td>
<td>Periodic Assessment Towards Goals that can be Monitored and Ongoing</td>
</tr>
<tr>
<td>Component 4</td>
<td>Multilayered, Differentiated, and Engaging</td>
</tr>
<tr>
<td>Component 5</td>
<td>Dedicated Time for Ongoing for PD</td>
</tr>
<tr>
<td>Component 6</td>
<td>Uses Technology to Advance Practice</td>
</tr>
</tbody>
</table>

**Addressing goals: individual teacher, school, and district.** The first identified component of effective PD is that all created professional trainings should address school and district goals, as well as individual teacher goals (Beers, 2007; DeMonte, 2013; Nishimura, 2014, Varela, 2012; Vogt & Shearer, 2011). Creating and implementing meaningful and impactful professional development requires that the needs of the school and district are being addressed while also providing the time and resources to teachers to expand their knowledge and practice in ways they have determined are priority. The goals that are established should be created around areas where teachers need help to see growth in student achievement. DeMonte (2013) emphasized that there are specific components of PD that need to be included to ensure its effectiveness, but these components alone do not generate student achievement. Instead, DeMonte explains that these components need to influence teaching practices and be well implemented before they will actually impact student achievement. The first component that DeMonte includes is that all PD “aligns with school goals, state and distract standards and assessments, and other professional-learning activities,” (2013, p. 6). Guskey and Yoon's (2009)
research supports DeMonte’s claims as they explained that PD activities should be “designed to help teachers better understand both what they teach and how students acquire specific content knowledge and skills.” (p. 497).

**Requires participation at all levels.** The second identified component for developing effective professional development focuses on required participation at all levels of implementation from administration, PD planning committees, teachers, and literacy coaches. The type of participation ranges from collaboration in determining what the PD focus should be on, to implementation of the PD, communication across the board about planning, assessment of the PD, as well as feedback about the PD and the implementation of the newly-learned material by teachers, coaches, and administration (Beers, 2007; DeMonte, 2013; Nishimura, 2014; Varela, 2012; Vogt & Shearer, 2011). Vogt and Shearer (2011) elaborated on the importance of all stakeholders being involved in PD by stating, “Collaboration, communication, and feedback from all stakeholders is essential to ownership of the shared vision, in which educators see themselves as a part of the professional learning communities,” (p. 219). Including teachers in the planning process, as well as administration and the PD planning committee, will help ensure that what is being taught and learned throughout the PD is relevant to the job at hand and not just another task that teachers have to complete. This type of inclusion helps ensure that teachers are taking part in PD that is relevant to their current teaching and that it is going to directly impact their actual teaching and student achievement as they begin to implement the learnings into their practice (DeMonte, 2013). Supporting this component, Nishimura (2014) explains that “for meaningful change to occur, teachers must have a voice in their own learning...and] Coaching also needs to be differentiated in order for the content to be relevant to the needs and interests in the teachers,” (p. 2).
**Periodic assessment towards goals that can be monitored and ongoing.** Once PD includes the voices and goals of all included parties, periodic assessments towards these goals that can be monitored through student achievement need to take place and continue throughout the entire implementation of the PD until the established goals have been met (Beers, 2007; DeMonte, 2013; Guskey & Yoon, 2009; Nishimura, 2014; Vogt & Shearer, 2011). From the various researchers that identified the assessment portion of PD as a priority, the third component of effective PD was established. Guskey and Yoon (2009) stated that educators need time to learn the materials and instructional practices they are introduced to in PD and then be given the opportunity to have follow-up conversations and collaborations to ensure they are comfortable with the content. “Virtually all of the studies [used in this literature review] that showed positive improvements in student learning included significant amounts of structured and sustained follow-up after the main professional development activities,” (Guskey & Yoon, 2009, p. 497).

DeMonte’s (2013) research elaborates on this component even further by stating that one of the structures that needs to be put into place for "strong professional development" to be effective is, establishing a strong evaluation system that identifies strengths and weaknesses in teacher practice. If a teacher evaluation leads to productive conferences about teaching, collaboration among teachers to learn and improve their work in classrooms, and ultimately allows expert teachers to support and train their peers, then evaluation would be a success as a professional-learning opportunity. Putting such a system in place is key to improving profession learning for teachers. (DeMonte, 2013, p. 20)

Just as teachers allow students to work towards mastery in their assigned tasks by giving them varied amounts of time to practice, evaluate their progress, and then alter their performance to increase success, teachers need the same type of system put into place when implementing new learning from PD into their practice. Nishimura (2014) noted in her research that, “An essential element to professional development involved observations, peer support, and ongoing feedback to empower teachers to have a stronger belief and confidence in their teaching practices,” (p. 1-2). Much of the learning that takes place in PD is entirely new to educators so they need to be given...
the appropriate amount of time to implement the new learnings into their daily practices, evaluate their successfulness with the implementation, and then take time to reflect on how to alter the implementation in the future for furthered success.

While it is important to provide teachers with the opportunity to self-reflect on their practice and how it is working towards meeting school and district goals, it is just as vital that teachers are given feedback by peer coaches, administrators, and all other involved parties about their challenges and growth from the learning that took place in PD (Beers, 2007; DeMonte, 2013; Vogt & Shearer, 2011). Beers (2007) elaborated on the importance of continued focus on the PD learnings throughout the year through by establishing “between-session assignments and accountability [measures] for continuing practice,” (p. 15). When teachers are given feedback about their implementation efforts and how to adjust their practices and processes to better improve their teaching to impact student achievement, they are more likely to continue working towards improving their daily practice by using the learnings from PD (Beers, 2007, p. 15-16). “Success is a great motivator,” Beers (2007, p. 16) added. “When participants in professional development activities are able to show that their efforts are making a difference in student learning and achievement, they become more willing to take risks and try additional strategies,” (Beers, 2007, p. 16).

**Professional development must be multilayered, differentiated, and engaging.** Because teachers, like students, have varying background experiences, it is important that the PD that is implemented addresses the diverse interests and needs of all of the involved teachers (Beers, 2007; DeMonte, 2013; Guskey & Yoon, 2009; Nishimura, 2014; Varela, 2012; Vogt & Shearer, 2011). Vogt and Shearer (2011) identify seven components of what they believe the school’s literacy coach, instructional coach, and reading specialist should strive to include to ensure that
PD is multidimensional for all involved parties in the school and is productive to increasing student achievement. These components include:

- It addresses shared goals, identified through the school’s needs assessments.
- A focused set of support structures are planned for working toward each goal.
- The structures may include a few or all of the following: planning sessions, formal workshops and problem-solving, formal and informal observation, peer coaching, individual consultation, dissemination of resources, incorporation of specialized materials, self-evaluation, in-class support, or lesson modeling by reading specialists and literacy coaches—in short, whatever is needed to achieve the particular goal.
- Collaboration, communication, and feedback from all stakeholders is essential to ownership of the shared vision, in which educators see themselves as a part of professional learning communities (PLCs) (Hord & Sommers, 2008).
- Periodic assessment is integrated into the plan so that progress toward the goal can be monitored and adjustments can be made to ensure that the goal will be met.
- Ways to support teachers’ individual goals must be incorporated into the plan.
- Remember to keep in mind that all of these components comprise of a comprehensive multidimensional Professional Development Program (PDP). (p. 219)

Creating this type of multidimensional PD will ensure that student achievement increases in schools, but as Vogt and Shearer (2011) mentioned in their last bullet point, all of these components together have to be addressed to create a PD plan and program that are as effective as possible. DeMonte (2013) included a similar list of components in her research, but a greater amount of time was spent on elaborating on the fact that the PD that is created and then implemented needs to be job embedded, meaning, the PD process and learnings need to be relevant to the job at hand, and not just another task that teachers are required to complete.

Ensuring that the training that is put into place is engaging and effective to increasing student achievement is the overall goal of PD, but oftentimes schools fail to put programs that have this effectiveness in place. PD should be “grounded in day-to-day teaching practice, and is designed to enhance teachers’ instructional practices around content, integrated into the workday, and part of a continuous improvement cycle, and intended to increase student achievement,” according to DeMonte (2013, p. 7).
Going beyond determining what needs to be included for PD to be multidimensional, it is imperative that the pedagogy included throughout the PD plan and process are also differentiated for teachers at all learning and experience levels (Beers, 2007). As Vogt and Shearer (2011) mentioned in their sixth bullet point, it is important that individual teachers are given the opportunity to work towards improvement in areas they have identified and at their own pace. Just as students need differentiated learning opportunities to ensure proficiency, teachers need to be provided the same type of learning environment to truly impact student achievement with the tools and knowledge they gain from PD. Varela (2012) elaborated on this issue in her research that focused on the *Three Major Sins of Professional Development*, the first of which is that PD is often not differentiated to suit individual teacher needs.

The one-size-fits-all mentality of many in-service sessions goes against the concepts of differentiated instruction. Just as educators strive to individualize instruction for their students, teachers also have unique needs and strengths. Administrators need to look at classroom data to find patterns and seek teachers’ input about their classroom needs. Directors of professional development and administrators can also gather information on teachers’ needs during formal and informal classroom observations. Teachers should be involved in the selection of the professional development. They should be able to choose the type of in-service activity that would most advance their pedagogical techniques and have the most impact on student achievement. (p. 18)

Lastly, PD should be an engaging process for teachers and administrators to take part in. Nishimura (2014), documented that from her research, she found that engagement in PD is one of the key components to effective implementation and documented student achievement. “The most powerful and meaningful professional development for teachers directly ties to their level of engagement in the process through active participation in teaching, modeling, supporting, and assessment of student learning,” (p. 3). Creating a PD plan and program that elucidates meaningful conversations and directly impacts implemented teaching practices will ultimately create positive changes in student achievement (Nishimura, 2014 & Vogt & Shearer, 2011).
Dedicated time for ongoing professional development. With the amount of essential components required to implement effective PD, it is imperative to allow for dedicated time for ongoing PD to ensure that teachers are fully trained and confident in their abilities to adequately implement the new learnings into their classrooms (Beers, 2007; DeMonte, 2013; Guskey & Yoon, 2009; Varela, 2012). DeMonte (2013) developed a list of the three most common complaints about professional development she identified through her research and studies. The third most common complaint she identified was that PD “is infrequent and implemented as a one-shot event or led by an outside consultant who drops into conduct a workshop and never returns to the school or district,” (2013, p. 4). DeMonte (2013) continued to note that from the research she conducted, seven of the nine studies she reviewed for her own work indicated that positive student growth in learning took place when at least fourteen hours of PD took place throughout the year over an identified and specifically targeted topic that was relevant to the school’s established curriculum. Furthermore, much like DeMonte’s research, Varela’s (2012) research supports the need for consistent ongoing PD in her research that documents what she calls Three Major Sins of Professional Development. Varela’s work expands on teachers needing time to work together to plan lessons as a team, discuss implementation processes, and learn from each other’s experiences. “This continuation of professional development should focus not only on analyzing students’ work but on how teachers teach different lessons and the results obtained from such differences. A partnership can be built to utilize the expertise of each teacher,” (2012, p. 19).

Guskey and Yoon (2009) further documented that “lack of sufficient time for staff members to engage in high-quality professional learning” as a key issue to lack of improvement in student achievement (p. 497). They emphasized that teachers, much like students, need time to “deepen their understanding, analyze students’ work, and develop new approaches to
instruction...” from the work and learning that takes place during PD, (p. 497). Furthermore, Beers (2007) noted that comprehensive PD needs to be a “long-term commitment and sustained efforts over the course of several years to build the knowledge, understanding, and skills needed to develop high levels of expertise in the classroom,” (p. 7). The one-size-fits-all and one-and-done PD does not seem to fit the mold for increasing student achievement or improving teachers’ classroom practices. While Guskey and Yoon (2009) as well as Beers (2007) noted that sufficient time is needed to implement effective PD, they did not indicate a specific amount of time in PD hours or days needed to ensure successfulness. Either way, to ensure that students are working towards proficiency and increased achievement, teachers need to be given adequate time to learn and prepare new teaching styles and methods that will advance student learning, in turn leading to higher student achievement.

Uses technology to advance practice. The last identified component of effective PD is the inclusion of technology to advance practice at all levels. While this component was only documented in one of the research materials, it was included because of the wide variety of technological options that administrators and teachers have to improve their practice in today’s technological world. DeMonte (2013) noted in her work that the inclusion of technology is just as important as the rest of the essential PD components when implemented simultaneously.

...the Classroom Assessment Scoring System, or CLASS, allows a coach to view a teacher’s practice on video and work on instructional improvement without the need for real-time, on-site observations of teaching. This type of remote professional development, linking distant teachers to collaborators, has the promise to change the way education professionals improve their practice. (DeMonte, 2013, p. 8-9)

Using technology to enhance implemented PD can help ensure student achievement increases if implemented and carried out appropriately. Systems like CLASS provide teachers the opportunity to review each other’s practices to gain insight on new methods to try in their own classrooms without having to miss out on valuable classroom time of their own. CLASS can also help
teachers identify areas of improvement for individuals as coaches and other teachers review their taped lessons. The goal of CLASS is to identify "interactions teachers have with children [that can] impact learning, development—even lifelong achievement." (Classroom Assessment Scoring System).

Using technology to advance teacher practice is ultimately going to improve student achievement. DeMonte (2013) noted that, "The need for some mechanisms or activities to improve the quality of teaching, which in turn leads to greater student achievement, has always been present, although at times ignored," (p. 9). Many times schools implement PD that is not reflective or requires teachers to evaluate their own practices. Systems like CLASS provide a technological way to increase teacher analysis and reflection of their practice to enhance their methods. The inclusion of technology in this manner will help increase the amount of individual reflection teachers are partaking in while improving their everyday practice.

**THE PROJECT**

The Student Motivation Professional Development Plan (SMPDP) that has become the project portion of this research was created based on the literature findings from all three areas of student motivation: student, teacher, and accountability measures. SMPDP is explicitly outlined in the following section, including the purpose of the plan, the intended audience, the overview of the SMPDP model, and the supplies needed to conduct and carry out the plan. Lastly, each phase and session of SMPDP is outlined at length to provide a more comprehensive understanding of the intended plan.

**Purpose**

Student motivation is an area of concern in my current school district, and from all the research gathered for this project, no one professional development plan has been identified to address such concerns. This project was created to fulfill a need for PD exploring content...
regarding student motivation and how teachers can impact students’ motivation. Research questions three and four of this project were developed because of this purpose. Research question three states: How could professional development be designed to help teachers become aware of their role in student motivation? And research question four states: How could professional development be designed to help teachers negotiate teacher talk to influence the development on intrinsic motivation and insulate students from the accountability measures? Phases two and three of the project (to be explained in further detail in the overview of SMPDP model section) explicitly address the development and implementation of SMPDP to address research questions three and four.

**Audience**

The intended audience for this project includes all United States school administrators and teachers, but even more specifically, the administrators and teachers of my current secondary school that are seeking to improve student achievement by addressing concerns of student motivation. Teachers and administrators of varying experience can benefit from the SMPDP because it focuses on three of the main driving components, student, teacher, and accountability measures, that influence student motivation, and, in turn, influence student achievement.

**Overview of the SMPDP Model**

The SMPDP model is designed around focusing on the areas that were identified in the project research as recurring themes that impact student achievement the most. To ensure a thorough and efficient PD has been designed, all six previously identified effective components of PD are met through this SMPDP design. The SMPDP consists of a three phase PD model that spans across eleven and a half full PD days. Eleven and a half days were chosen for the PD plan because that is the amount of current scheduled PD time allocated in my current district for the next school year. It also meets the specifications of the Dedicated Time for Ongoing PD
component of the effective components of PD that were examined in Part Two of the Literature Review. It is important to note that using my current district as a basis for this model, I have included work to be completed by a Professional Development Team throughout each of the sessions. This is under the assumption that our district’s current Professional Development Team would still be in place to complete the identified tasks and work simultaneously alongside the administrators and coaches to implement each of the following sessions, collect data to assess goal achievement at the school level and for individual teachers, and any and all other tasks that arise throughout the implementation.

Throughout the eleven and a half days of SMPDP, teachers and administrators will take part in phase 1, phase 2, and phase 3. The phases were established by the three focal components of student motivation: the student component, the teacher component, and the accountability measures component. Each of the phases is divided into sessions that break up the phase material in the same manner that the recurring themes were established during the research portion of the project. The sessions were developed to educate teachers about each of the individual identified themes in a regimented way. The inclusion of various sessions in each phase was constructed to make the amount of material for each component more manageable for the Professional Development Team to teach, and for teachers to understand in a one-day time frame. A full year-long agenda for the SMPDP explains the day of the PD, the current phase, the session number, and content of each session, all to be conducted on that day of the SMPDP plan. The year-long agenda also includes the requirements of each phase that must be completed by each participant. (See Appendix B). A condensed version of the year-long plan is shown in table 3.
## Table 3

**Condensed Year-Long SMPDP Agenda**

<table>
<thead>
<tr>
<th>Day</th>
<th>Phase</th>
<th>Session Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>*School goals and year-long agenda</td>
</tr>
</tbody>
</table>
| 2   | Phase 1 | *Understanding dimensions of student motivation  
*Dimensions that influence struggling readers the most  
| 3   | Phase 1 | *Mindsets and how to change them |
| 4   | Phase 1 | *Closing out phase 1 |
| 5   | Phase 2 | *How we influence student motivation  
*Classroom environment and student motivation |
| 6   | Phase 2 | *CLASS training |
| 7   | Phase 2 | *CLASS training |
| 8   | Phase 2 | *Closing out phase 2 |
| 9   | Phase 3 | *Standardized assessments providing misinformation  
*Standardized assessments sending discouraging messages to students |
| 10  | Phase 3 | *Understanding test anxiety and test anxiety in struggling readers  
*Assessing students for growth over time, not academic year |
| 11  | Phase 3 | *Closing out phase 3 |
| 12  | Conclusion | *Assessing goal completion, future focus for PD on student motivation |

### Supplies

The implementation of SMPDP will require a short list of supplies from the district in order to implement it as currently written. Teachers will need to bring their assigned laptops to each SMPDP session. Teachers will be creating lessons that incorporate elements to improve student motivation as well as viewing and analyzing student data from recent standardized assessments, both of which will require a laptop. If laptops are not available for each individual
teacher, the administration needs to supply district laptops to each teacher for each session. Besides laptops, the administration will need to provide a projector for large-group sessions and a projecting screen as there will be videos, slideshows, and other documents that will need to be shared out to the entire group. Beyond these requirements, any additional supplies needed for individual sessions will be documented at the beginning of those sessions.

**Daily Breakdown of SMPDP Agenda**

**Day 1—Introduction—Session 1**

Materials:

- Agenda: Day 1—Session 1 (Appendix C)
- Staff Survey Assessing Prior Knowledge & Experience via Google Forms (Appendix D)
- Our Goals & Our Purpose PowerPoint (Appendix E)
- *Pause and Reflect* Handout (Appendix F)
- SMPDP Year-Long Agenda Handout (Appendix B)
- *Individual Action Plan* Handout (Appendix G)
- *Evaluating Results of Professional Development* Handout (Appendix H)
- Projector and projector screen
- Speakers

**Session 1: Introduction**

Day 1 of the SMPDP is the introductory day to explain to all staff and administration the plan to formally educate all participating individuals about student motivation and how teacher practice can impact student achievement through how teachers interact, engage, and motivate students. First, welcome staff and inform them that the remaining eleven days of professional development throughout the year will focus on improving student achievement by studying and analyzing student motivation and how teacher practice impacts it.
Once the greeting has taken place, a formal agenda will be presented to all participating staff so they are aware and prepared for each upcoming item that will be addressed throughout the remainder of the session. Before moving on to actually introducing the components of student motivation that will comprise the rest of the PD sessions, the staff will complete a Google Form survey entitled *Staff Survey Assessing Prior Knowledge & Experience*. Once each individual participant completes the survey, the results will be organized electronically and put into a Google Sheets document with each respondent’s answers. The survey will provide the Professional Development Team a sound basis as to how much previous knowledge and experience the staff already has on the topic of student motivation, as well as how teachers are currently addressing student motivation in their classrooms. The questions on the survey have been adapted and expanded from *Assessing Prior Knowledge and Experience* by Beers (2007, p. 51). Staff will need to use their laptops to complete the Google Form survey by going to the following link: [http://goo.gl/forms/qsOEz2zZZSWeh2Yq2](http://goo.gl/forms/qsOEz2zZZSWeh2Yq2). This portion of SMPDP meets the *Multilayered, Differentiated, and Engaging* component of effective professional development. This ensures that each participant has the opportunity to voice their previous experience with student motivation so the Professional Development Team is aware of the differentiation that needs to take place within the SMPDP.

Following the completion of the staff survey, the entire staff will view a presentation by the Professional Development Team from the PowerPoint: *Our Goals and Our Purpose*. The presentation will begin by identifying the new school goal that is the focal point of the SMPDP implementation throughout the rest of the year. The establishment of the goal and how it became a new school priority will also be addressed. The presentation will summarize the three components of student motivation: student, teacher, and accountability measures, which impact and influence student achievement. Each of the sessions that comprise the components will also
be identified and summarized. As the presentation is taking place, observing staff members will need to be completing the Pause and Reflect handout, which was taken from Beers (2007, p. 223). The purpose of this handout is to have the participants identify the main points of the information, which in this case will be the goal of the school, the student component of understanding student motivation, the teacher component of understanding student motivation, and accountability measures of understanding student motivation. It also requires the participants to draw upon connections they have with the presented material, as well as pose any questions they have about the information. Once the presentation is completed, there will be time provided for staff members to converse about the connections they made and ask the questions they generated throughout the presentation. The Pause and Reflect handout should guide the discussion. This portion of SMPDP meets the Multilayered, Differentiated, and Engaging component of effective professional development. While sitting through the presentation, each participant will have to productively engage in self-reflection and assessment to identify what experiences and connections they have already had with student motivation, as well as pose any questions they still have about the topic to be brought up in formal discussion later in the day.

Throughout the presentation, the Professional Development team will address the school’s goal of increasing student achievement through working to increase student motivation. This portion of the SMPDP addresses the Addressing Goals component of effective professional development, and then leads into setting individual goals now that the school goal has been established, which expands upon meeting the addressing goals component.

After the Our Goals and Our Purpose PowerPoint, the Professional Development Team will present the SMPDP Year-Long Agenda to the entire staff. The agenda outlines what will take place during each phase and session. Furthermore, the agenda outlines the phase requirements that teachers will need to complete during each individual phase. Phase requirements outline
required meetings with instructional coaches, work towards personal goal completion, and
observations once certified in CLASS. The due dates and submission processes for each of these
phase requirements will also be addressed during this time period. Throughout each phase, there
will be implementation logs assigned to participants to complete before their next SMPDP
training day. The implementation logs focus on having staff members implement the strategies or
motivational techniques into their classrooms and then document the experience to be shared with
the Professional Development Team. Besides the implementation logs, each participant will also
complete each of the phase requirements throughout all three phases of SMPDP. The phase
requirements require staff members to work with literacy coaches and/or instructional strategists
at least twice during each phase to plan implementation processes or co-teaching during the actual
implementation. Literacy coaches and instructional strategists will provide formal feedback about
planning processes and implementation to teachers to be used solely for working toward goal
completion, not administration evaluative purposes. To support the implementation work between
the staff and coaches, each teacher will create and submit personal goals to be addressed from the
work being conducted in each phase, including an action plan detailing how they plan to achieve
their goals. These goals must be discussed with the literacy coach or instructional strategist
during one of the two mandatory phase meetings. The goals will be discussed and assessed on the
closing day of each phase. Lastly, after session 8 of SMPDP has been conducted, participants
need to have two other certified CLASS teachers observe their practice for formal feedback by
the year's end. Teachers will also need to conduct two observations of other teachers and provide
them with formal feedback. These observations need to be completed by year's end as well. This
portion of SMPDP meets the requirements the Addressing Goals component of effective
professional development. As teachers work with the literacy coaches and instructional strategists
to set goals and make plans to achieve these goals throughout each phase, their daily teaching
practices will also improve. These phase requirements also address the component of *Periodic Assessment Towards Goals that can be Monitored and Ongoing*, as it is a goal-monitoring assessment that will be conducted multiple times throughout each phase.

Individual goal setting and planning will take place after the SMPDP year-long agenda has been addressed by using the *Individual Action Plan* handout, which was taken from Beers (2007, p. 133-135). This portion of the SMPDP is the starting point for introducing individualized work plans for each participating staff member to work towards improving their knowledge of student motivation and how their daily practices can increase positive forms of student motivation. The action plan asks each participant what they want to change about their practice and why they would like to implement that change. This form of goal setting meets the addressing goals component and the *Multilayered, Differentiated, and Engaging* component of effective professional development because it is differentiated and requires each person to reflect on their practice and what they can do to better it. The *Individual Action Plan* also has each participant explicate the results they expect from implementing the changes in their practice and include what evidence they will have to show that the change has worked. This portion of the *Individual Action Plan* meets the *Periodic Assessment Towards Goals that can be Monitored and Ongoing* component of effective professional development because the last portion of the *Individual Action Plan* has the individual evaluate the implementation of the change they put into place as they were creating their plan.

The last portion of the day 1 plan includes the discussion with the entire secondary staff focusing on How Do We Know We Are Getting It Right? This discussion is to establish what types of behavior and performance changes the staff should expect to see from both students and staff as the implementation of SMPDP takes place. To lead this discussion, the handout *Evaluating Results of Professional Development* (Beers, 2007, p. 259) will be used for the staff as
a guide. The intent would be to put this document on the projector and complete it as a group. This way, each participating staff member knows the desired outcomes that are expected from SMPDP. This portion of the plan focuses on meeting the effective professional development component *Addressing Goals*, as it should serve as a guide of what outcomes are expected and how the SMPDP will move teachers and students towards increased achievement status once the implementation is complete.

Once session 1 is complete, the Professional Development Team will need to meet to analyze the data collected from the *Staff Survey Assessing Prior Knowledge & Experience*. This survey will provide further detailed information of other areas concerning student motivation that may need to be addressed throughout the SMPDP implementation to ensure that it meets the needs of the participating teachers.
Day 2—Phase 1—Sessions 2 and 3

Materials:

- Cell phone or alternate camera device
- Chart paper
- Markers of varying colors
- Student rosters
- Most recent standardized assessment scores schoolwide
- Projector and projector screen
- Speakers
- Agenda: Day 2—Phase 1—Sessions 2 and 3 (Appendix I)
- Dimensions of Student Motivation for Reading PowerPoint (Appendix J)
- Identifying Student Motivation Activity Handout (Appendix K)
- 3 Minute Paper Submission Google Form #1 (Appendix L)
- How Struggling Readers Differ PowerPoint (Appendix M)
- 3 Minute Paper Submission Google Form #2 (Appendix N)
- Implementation Log #1 Google Form (Appendix O)

The second day of SMPDP begins phase 1 focusing on the student component of understanding student motivation. The day will consist of covering sessions two and three. Session 2 will take place during the first half of the day and focuses on educating the staff about the dimensions of student motivation for reading. The third session takes place the second half of the day and expands upon the materials addressed in session 2, but elaborates on the dimensions of motivation that influence struggling readers the most.
Session 2: Understanding Dimensions of Student Motivation for Reading

The Professional Development Team will begin the day by introducing the day’s agenda to the entire group. Once the agenda has been addressed, all staff members will take part in an activity entitled: What motivates us? The activity requires that all participating staff members use their cellular phones or an alternate camera device to document items that motivate them in their lives. The staff will have a limited amount of time, ten to fifteen minutes, to explore the school and take pictures of things that motivate them in their lives. When the time is up, staff members will meet with the people who are sitting at their table to share the items they documented as what motivates them. Once the sharing is complete, the Professional Development Team will address the entire group to explain the focus of sessions two and three, which is to identify the vast things or dimensions that motivate students. The Professional Development Team can ask a few individuals to share items they took pictures of and use that information to explain how different motivators influence each individual and that the same line of thought works with student motivation as well. Each student is independently motivated by different dimensions. This portion of the SMPDP plan is included to address the Multilayered, Differentiated, and Engaging component of effective professional development. Having each individual staff member identify things in their life that motivates them in such a way is an engaging method for introducing how diverse different motivators can be between individuals. This activity also incorporates all staff members, including coaches and administration, therefore also addressing the effective professional development component Requires Participation at All Levels. The inclusion of administration and coaches into activities such as this shows the rest of the staff that not only can PD be engaging, but it is important to all school staff, not just the teachers.

The second portion of session 2 focuses on exploring the fifteen dimensions that influence students’ motivation for reading. An extensive PowerPoint will be shared with the
entire staff, but as the PowerPoint is being shown, all teachers and staff members need to be
divided into their departmental groups, such as all science teachers in one group, all
English/Language Arts teachers in another, excreta. Each group will need chart paper and
markers to complete the accompanying activity that goes with the PowerPoint. As the
Dimensions of Student Motivation for Reading PowerPoint is presented, each departmental team
is tasked with creating a flow chart or web graphic that displays the fifteen dimensions of student
motivation. This visual creation will help educate teachers about the vast motivators that
influence students’ reading. While discussing the different dimensions in the PowerPoint, there
are many places where the Professional Development Team will stop and initiate discussion with
the staff and urge them to share classroom experiences or student examples of each type of
dimension as they explore its details. This portion of the SMPDP is again directed at being
*Multilayered, Differentiated, and Engaging* to meet the components of effective professional
development. This activity encourages teachers to share their different classroom experiences to
make it more individualized, but the inclusion of creating the visual graphic for a further in-depth
analysis of the dimensions is engaging while tying the dimensions to practical, real-world
teaching experiences through discussion.

Now that the staff members are aware of the complex dimensions that influence student
motivation, the next activity puts their new knowledge to work as they explore and assess some
of their students’ motivators to identify how they can alter their daily teaching practices to better
meet each student’s needs. In the same departmental groups that were established for the
PowerPoint activity, teachers will use a student roster and the most recent standardized
assessment data available to choose three or four students they have all had in classes to identify
the students’ most influential motivational dimensions. Using the standardized assessment data,
the teachers need to pick students who tested at the proficient or above proficient range in their
subject or content area. Using the Identifying Student Motivation Activity handout, each team needs to develop an overview of motivators that influence that specific student's reading behaviors the most, along with evidence or examples from the classroom to support the identified dimensions. On the back side of each sheet, each departmental team needs to explore what changes could be made to increase the particular student’s motivation to read, and therefore over time, work to improve their achievement scores on classroom and standardized exams. The staff will repeat the same process for the remaining two or three other students they choose from the standardized assessment data. This portion of the SMPDP was developed to give teachers the opportunity to specifically look at individual students and what motivates them to read. As teachers begin to understand the complex differences between why students read, they will be able to individually better address these motivators in their own classrooms and work to improve or encourage them to increase overall achievement. This activity meets the component of Addressing Goals because it requires that teachers reflect on how their practice could be altered to better suit the motivational needs of their students.

Once each departmental team finishes discussing their individual students, a full group discussion will take place that will be led by the Professional Development Team. The goal of this discussion is to determine what dimensions were identified most frequently with students who test at the proficient or above proficient levels and determine why these commonalities occur within this student population. As a list of dimensions is generated from the discussion, one of the members of the Professional Development Team will be typing them into a blank document and projecting this for all of the staff to see. As the discussion continues, staff members should also identify which dimensions were not present at all on this list and provide reasoning as to why they think they were left out from this demographic of students. The last portion of the discussion should focus on identifying the dimensions on the list that teachers most frequently influence or
impact. This type of discussion should generate new ways to motivate students for teachers that continually use the same methods of motivation. This also details the importance of identifying individual students’ motivational dimensions, as it can be a telling activity that provides new ways to approach the student in the classroom and lead to more positive teacher-student interactions and achievements. This portion of the SMPDP meets two of the components of effective professional development. First, the Addressing Goals component is met because this discussion provides individual teachers new dimensions to focus on to improve their practice from the goals they had previously set during session 1. Secondly, this type of discussion also meets the Multilayered, Differentiated, and Engaging component as it requires each participating teacher to reflect on their personal practice and how they could implement changes to improve it, making it differentiated for each participant.

The last activity for session 2 is the 3 Minute Paper activity, which was adapted from Beers (2007, p. 247). This activity will be completed online through the submission of a Google Form. The responses will be received by the Professional Development Team to be read before the next SMPDP training day. Staff members will go to http://goo.gl/forms/mLs6UsfJxQWscm42 to write freely for a three minute period, reflecting on connections they made with prior knowledge or experiences, how they plan to use the new information covered during this session, or pose any questions they still have about the dimensions of motivation for reading. This activity is called the 3 Minute Paper #1. This short activity meets the requirements of the component of Periodic Assessments Towards Goals that can be Monitored and Ongoing of effective professional development. This short assessment will provide the Professional Development Team data to determine if any of the information addressed during session 2 needs to be revisited with the entire group or individual staff members.
to ensure that the staff is comfortable and competent to begin using and implementing it into their classrooms.

Session 3: Dimensions that Influence Struggling Readers the Most

To begin session 3, the Professional Development Team will present a PowerPoint that focuses on how struggling readers differ from readers who test at proficient or above proficient levels. The focal point of the PowerPoint is to explain the motivational dimensions that are most often associated with struggling readers. The information presented includes negative dimensions that are typically more frequently associated with at-risk or struggling readers than readers who test at proficient or above proficient levels. These dimensions include work avoidance, negative investment and negative importance, perceived difficulty, and peer-devalue. The presentation will also include information explaining the dimensions that struggling readers experience decreased or lower motivation in, which include importance, self-efficacy, and competition. The presentation concludes by offering a starting point to teachers of what they should start working on to improve struggling readers’ positive motivation to increase their achievement statuses over time. As the teachers observe the presentation, they should be taking notes to document tendencies that are frequently associated with struggling readers so they are able to identify some of these issues in their own classrooms. This portion of the SMPDP meets the qualifications of effective professional development as the component of Addressing Goals. Increasing student achievement numbers schoolwide will greatly improve when putting a specific emphasis on struggling readers and working towards getting them to proficient status.

Similar to session 2, once the PowerPoint presentation has been shared, staff members will gather in their departmental teams to complete the Identifying Student Motivation activity for a second time. The difference between this activity in session 3 compared to session 2 is that teachers will focus on identifying motivational dimensions for students who have recently tested
at the below proficient status on the latest standardized assessment. They will follow the same processes they did with this activity in session 2 by determining students who they all know or have had classroom experiences with who have tested below-proficient. Instead of choosing three or four students, teachers will only need to identify two students for this activity. Because struggling readers usually have less positive identifiable motivation dimensions, teachers will need to spend a greater amount of time discussing steps they should start taking to influence these particular students in order to start seeing more positive motivational dimensions within their reading motivation. As the departmental teams determine the three or four most identifiable dimensions of each of these students, they will need to provide classroom experiences or examples that support the dimensions they are listing. This portion of the SMPDP was developed to give teachers the opportunity to specifically look at individual students and what motivates them to read. As teachers begin to understand the complex differences between why students read, they will be able to individually better address these motivators in their own classrooms and work to improve them or encourage them to increase overall achievement. Specifically addressing students who are at-risk or below proficient and allowing teachers time to discuss different classroom practices for working with such students allows teachers to prepare to meet the needs of this specific student demographic in a more productive manner. This could help build positive teacher-student relationships with students who have more frequent negative experiences with school and reading. This activity meets the component of Addressing Goals because it requires that teachers reflect on how their practice could be altered to better suit the motivational needs of their students, especially students who have the largest growth potential when seeking to become proficient.
Once the Identifying Student Motivation activity is completed, the entire staff will come back together for a large-group discussion. The focus on this discussion is to seek out answers to some of the following questions:

- What differences in dimensions did you notice between students that have been identified as proficient or above proficient compared to students who are below proficient?
- What should these differences tell us?
- What type of differentiation do we need to be implementing to ensure we are meeting the needs of every student? Students who are below proficient, proficient, and above proficient?

As this discussion unfolds, a member of the Professional Development Team will project the list of commonly identified dimensions for below proficient students next to the list that was generated during session 2 of dimensions commonly associated with students who are proficient or above proficient. The last question posed to the staff members during this discussion will be: How do we get the first list of dimensions to be what motivates the below proficient students instead of the list we just generated? Initiating this discussion and having teachers and all other staff members reflect on their daily practice and how to better that practice meets the specifications of the component of Addressing Goals for effective professional development. This discussion provides individual teachers new ways improve their practice from the goals they had set during session 1. This type of discussion also meets the Multi-layered, Differentiated, and Engaging component of effective professional development as it is pushes each teacher to reflect on their personal practice and how they could implement changes to improve it, making it differentiated for each participant.

Following the similar processes of session 2, once the group discussion is complete, each individual staff member will complete the 3 Minute Paper activity through submission in Google
Form. The responses from this activity, which was adapted from Beers (2007, p. 247), will be received and analyzed by the Professional Development Team before the next SMPDP training day to determine if any of the presented information needs to be addressed more thoroughly or if any individuals need more help implementing any of the discussed material. The Google Form, which staff members will find at http://goo.gl/forms/gpohFXkvHyvJNBzE2, requires staff members to draw upon connections to prior knowledge they made from the new information presented in session 3, how they plan to use the new information within their daily practice, as well as posing any questions they still have after the day of SMPDP implementation. This portion of the SMPDP meets the requirements of the component *Periodic Assessments Towards Goals that can be Monitored and Ongoing* of effective professional development because it will provide the Professional Development Team with data to determine what information from session 3, if any, needs to be readdressed with the entire group or with individual staff members.

Closing out session 2 is the introduction of Implementation Log #1. The implementation log is work that each staff member needs to complete one week prior to the next SMPDP training day. Each staff member will need to identify one student they work closely with on a regular basis. They need to observe this student two or three different times within an active classroom setting and document a list motivational dimensions they believe influence this student the most. Once the motivational dimensions have been documented, the staff member needs to have a one-on-one discussion with the student about what they believe motivates them the most and which dimensions these motivators fall under. During this discussion, staff members can choose to share their documented observations with the student if they wish. To complete the documentation, the staff member needs to compare their original observed motivational dimensions to those that the student mentioned in the discussion, and then explain how they feel this type of individualized student information can help them alter their daily practice and increase student motivation.
The documentation for this activity will be completed through Google Form at http://goo.gl/forms/suVld5sank3ZalAF2. This portion of the SMPDP meets the requirements of effective professional development through the components of Addressing Goals, Requires Participation at All Levels, Periodic Assessment Towards Goals that can be Monitored and Ongoing, and Multilayered, Differentiated, and Engaging. This assigned activity requires that all staff members are working on their individual goals to improve student motivation in their classrooms, which is also part of the established school goal. The implementation logs are intended to be completed by staff members at all levels because the administration and coaches should be active in implementing the same strategies into their daily practices as the teachers. This also ensures that they will know how to assist teachers with their implementation if they are completing the work as well. This type of implementation is focused on individual teacher practice, which makes it differentiated, but it is also multilayered because the teachers are required to use their varying experiences and their new knowledge to implement the information into their daily practice. As the implementation logs are being submitted, the Professional Development Team will be able to assess the successfulness of individual teacher implementation, as well as the successfulness of the implementation of the entire staff. This assigned work is a way for the Professional Development Team to determine the ongoing successfulness of SMPDP, as well as which goals, school and individual teacher, are being met.

Once the second SMPDP day is completed, the Professional Development team will meet on two separate occasions before the third SMPDP day begins. During the first meeting, the team will analyze both 3 Minute Paper activity submissions. This is when any individuals who need more help implementing the SMPDP information into their daily classroom may be identified from their submitted responses. At this time, the Professional Development Team can devise a plan to offer further support to these individuals. The second meeting will need to take place once
all of the implementation logs have been submitted in order to analyze the implementation process and to determine if any individuals need further supports to implement the information from day 2 of SMPDP.
Day 3 – Phase 1 – Session 4

Materials:

- Projector and projection screen
- Speakers
- Writing utensil
- Highlighters
- *Pause and Reflect* activity handout (Appendix F)
- Agenda for Day 3—Phase 1—Session 4 (Appendix P)
- *Mindset Quiz* handout (Appendix Q)
- What are mindsets? PowerPoint (Appendix R)
- *Why the Growth Mindset is the Only Way to Learn* article handout (Appendix S)
- 3 Minute Paper Submission Google Form #3 (Appendix T)
- *The Learning Myth: Why I'll Never Tell My Son He's Smart* article handout (Appendix U)
- *Reframing for a Growth Mindset* activity handout (Appendix V)
- *Top 5 Reasons to Celebrate Your Mistakes at Work* article handout (Appendix W)
- 3 Minute Paper Submission Google Form #4 (Appendix X)
- Implementation Log Google Form #2 (Appendix Y)
- Implementation Log Activity Options (Appendix Z)

**Session 4: Mindsets and How to Change Them**

Day 3 of SMPDP focuses on introducing teachers to the concept of mindsets. To begin the day, the Professional Development Team will provide the staff with the agenda and explain how the remaining time of the day will be spent. Once this is complete, the Professional Development Team will move into projecting a YouTube video entitled *Famous Failures*. The video highlights
eleven famous people, some of which include Michael Jordan, Albert Einstein, Walt Disney, and Abraham Lincoln, and their various life failures before they became famous. The three-minute video clip ends with a simple sentence that says, “If you’ve have never failed, you’ve never tried anything new.” As the video ends, the Professional Development Team will open the floor up to discussion for teachers to determine what they think the term “growth mindset” means (Dweck, 2006). As the staff generates responses, the Professional Development Team will not offer any help or suggestive information about the definition of the term, but solely allow the staff to develop their own definition for the time being. This portion of the SMPDP meets the requirements of the component Multilayered, Differentiated, and Engaging of effective professional development. The purpose of including this video clip is to ignite conversation among staff members about what it means to persevere and continually believe that human intelligence is not a fixed trait but a malleable one, which is what having a growth mindset means (Dweck, 2006). The video itself is engaging because of the celebrities that are included. Most of the individuals included in the clip are household names that the majority of educated Americans would immediately recognize. Highlighting the failures of such people instead of their known successes is a concept that is engaging. The video can be found at YouTube.com or by going to https://www.youtube.com/watch?v=zLYECIjmnQs&list=PLmQsJICY9X0fEdDOwepUX60JvBiYAggap.

The Professional Development Team will hand out the Mindset Quiz activity once the staff has developed their definition of growth mindset. One of the team members will read the directions to the rest of the participants and allow time for completion of the quiz. The quiz includes twenty questions that respondents answer by selecting “strongly agree,” “agree,” “disagree,” or “strongly disagree.” All of the questions are focused on feelings or personal beliefs. For example, one of the questions states, “The harder you work at something, the better
you’ll be at it.” Respondents would then choose one of the four possible answers they feel best agrees with their beliefs and then move on to the next question. At the end of the quiz, each staff member will need to check their quiz using the scoring sheet and then tally up their scores. Scores indicate what type of mindset the respondent has according to their answers. The higher the score, the closer the person is to having a growth mindset. The lower the score, it is likely the person has a fixed mindset. The reason the quiz was not administered prior to fully introducing the concepts of mindsets to the staff is so that each respondent would answer honestly according to their beliefs and not alter any of their answers to receive a more desirable score of “growth mindset.”

The quiz can be found at http://www.classroom20.com/forum/topics/motivating-students-with, but for purposes of marking on the paper and adding up scores, the staff will have hard copies.

The *Mindset Quiz* meets the specifications for the effective professional development component *Multilayered, Differentiated, and Engaging* as it provides each staff member the opportunity to assess their own mindset. At this point in SMPDP, the staff has not yet been formally educated about growth mindsets, so they should be able to answer the questions as they see the best matches for their beliefs. As the day progresses and the Professional Development Team is able to introduce both types of mindsets, each staff member will be able to determine what they can be working on to improve their own mindset while also becoming aware how mindsets can impact student motivation and student achievement.

Identifying and clarifying what fixed mindsets and growth mindsets are is the next step of SMPDP. Now that each staff member knows their mindset from the *Mindset Quiz*, the Professional Development Team will present the What are Mindsets? PowerPoint. The PowerPoint has been adapted from a presentation originally created by UNRWA.org to teach adults about fixed and growth mindsets. The information presented throughout this PowerPoint will explain what it means to have a fixed mindset or a growth mindset, as well as characteristics
of each. As each of the mindsets are explained, the concept of ability will also be explored.

Believing intelligence is a fixed or malleable trait is largely associated with how individuals foresee ability (Dweck, 2006). The presentation will also include information about how people of either mindset cope with failing and giving effort or trying towards tasks. As the information about both types of mindsets is presented, observing staff members will complete the Pause and Reflect handout, which was taken from Beers (2007, p. 223). The purpose of this handout is to have participants identify the main points of information presented through the presentation, which would be the fixed and growth mindsets, as well as their defining characteristics. This activity also requires participants to document connections they have made to the presented material or any questions they have that were not answered during the presentation. Once the presentation has concluded, there will be time provided for the staff members to discuss their identified connections and ask the questions they noted throughout the presentation.

The Addressing Goals component of effective professional development was met by this portion of SMPDP. Staff members will be given real-life scenarios and characteristics of each type of mindset that should help them identify individual student mindsets within their classrooms. Identifying how each student feels about their own intelligence, and then implementing positive mindset activities and discussions into the curriculum, will help teachers address individual student motivation issues, driving for a positive increase in student motivation, and therefore an increase in student achievement.

Now that the staff members are knowledgeable about both types of mindsets, the rest of SMPDP’s session 4 entails reinforcing establishing a growth mindset mentality into all classes and how to help students change from fixed mindset thinking to growth mindset thinking. The next activity uses an article entitled Why the Growth Mindset is the Only Way to Learn by the staff of Edudemic. The article can be found at http://www.edudemic.com/growth-mindset-way-
learn/, but for the purposes of this activity, each staff member will need a paper copy of the article. The Professional Development Team will hand out the articles to each staff member and instruct them to read the entire document individually or in pairs. As the staff members read, they need to identify specific pieces of information that are relevant to them by using different icons. When staff members encounter information in the text they deem as important, they need to draw a star next to it. For information they are surprised by, they need to write an explanation point in the margins. Any real-life classroom examples or connections they can make to the text need to be identified with a lemniscate, also known as the infinity symbol. Lastly, any portions of the text that draw out questions from staff members need to be identified with a question mark. Once all staff members have had a chance to complete the reading, the Professional Development Team will begin a discussion by having participants identify what information they found to be most important, anything they noted as surprising, information they connected to from real-world teaching experiences, as well as any questions they had from reading the article. The last question the Professional Development Team will ask the staff is how they foresee the information in this text helping them implement a more growth-minded curriculum into their classrooms and how working towards developing growth mindsets will help build positive student motivation or change student mindsets from fixed to growth. The reading of the article Why the Growth Mindset is the Only Way to Learn, along with the text annotation, meets the specifications of the component Addressing Goals. The end of the article includes a section entitled “The Way into Growth Mindset,” which offers four ways to start changing mindsets from fixed to growth. Altering student mindsets from fixed to growth will, in-turn, help improve student motivation, which addresses the school goal. These four suggestions also give teachers a place to start implementing the growth mindset mentality into their teaching practices, which addresses their individual goals as well.
Closing out the introduction of mindsets to the staff is the activity called *3 Minute Paper* #3, which was adapted from Beers (2007, p. 247). This short assessment will provide the Professional Development Team data to determine if any of the information addressed during this portion of session 4 needs to be revisited with the entire group or individual staff members to ensure that the staff is comfortable and competent to begin using and implementing it into their classrooms. This activity will be completed through the submission of a Google Form, and the responses will be received by the Professional Development Team and then read and analyzed before the next SMPDP training day. The Google Form is located at [http://goo.gl/forms/cuxrrzdjwmCziCzEz1](http://goo.gl/forms/cuxrrzdjwmCziCzEz1) for the staff members to submit their responses. Staff members will write freely for three minutes reflecting on any connections they made to the content presented thus far throughout session 4, how they plan to use the new information within their classrooms, or ask any questions they still have after this portion of session 4. This short activity meets the requirements of the component of *Periodic Assessments Towards Goals that can be Monitored and Ongoing* of effective professional development.

The focus on the next portion of session 4 introduces staff members to how the language they use in everyday classroom experiences can have an impact on student mindsets. The first activity for introducing this concept to teachers is the showing of a video from Mindsetkit.com entitled *Never Say You’re Smart*. The video can be found at [https://www.mindsetkit.org/topics/praise-process-not-person/never-say-youre-smart](https://www.mindsetkit.org/topics/praise-process-not-person/never-say-youre-smart). The purpose of the video is to initiate the thinking and use of teacher language where teachers praise the process that students use to get their final product instead of praising the product they produced. The short video explains a study that was conducted where three groups of students answered complex math problems. The first group did not receive any praise, the second group received intelligence praise, and the third group received effort praise. The study documented that the
students who were told they were smart for answering the first of two problems correctly actually did worse on the second problem. The students who were given effort praise from the first problem increased their successes with the second problem. This short activity meets the requirements of the Addressing Goals component of effective professional development. Introducing new ways to speak to students that can shift their mindsets to growth mindsets will increase student motivation, and therefore student achievement.

To support the previous video activity, the Professional Development Team will hand out a blog post titled The Learning Myth: Why I’ll Never Tell My Son He’s Smart, by Salman Khan, the founder of Khan Academy. Khan validates the previous activity’s research by explaining why he will never praise his son’s intelligence, but instead will praise him for the effort he puts into completing difficult tasks. He finishes his blog post by stating that, “As long as [students] embrace struggle and mistakes, they can learn anything.” Each staff member needs to read the blog post, either individually or in pairs, and use the same annotation process that was used earlier in the session for the Why the Growth Mindset is the Only Way to Learn article. When staff members encounter information in the text they deem as important, they need to draw a start next to it. For information they are surprised by, they need to write an explanation point in the margins. Any real-life classroom examples or connections they can make to the text need to be identified with a lemniscate, also known as the infinity symbol. Lastly, any portions of the text that draw out questions from staff members need to be identified with a question mark. Upon completion of the reading, the Professional Development Team will initiate a discussion by having staff members explain what information they thought was most important, what surprised them from the reading, what information they connected to personally, and any questions they while reading the blog post. This portion of the SMPDP meets the requirements of the Addressing Goals component of effective professional development, as it affirms the information that was
presented in the last activity while also providing further options of how to indicate process praising conversations with students to increase their growth mindsets. The blog post used for this activity can be found at https://www.khanacademy.org/about/blog/post/95208400815/the-learning-myth-why-ill-never-tell-my-son-hes.

To put into practice the idea of transforming teacher language to improve student mindsets, the Professional Development Team will introduce an activity to the staff named Reframing for a Growth Mindset, taken from the Mindset Kit created by PERTS. This activity requires the staff members to determine the language they could use to praise students for the process they used instead of praising their intelligence. Each staff member will receive the Reframing for a Growth Mindset handout, and in table groups or pairs, the staff members will devise responses that are framed in the growth mindset. This practice will help make staff members more aware of the language choices they make when working with students so they can help transition students to forming growth mindsets; therefore, this activity meets the requirements of the Addressing Goals component of effective professional development. Once teachers become cognizant of their words and how they can positively or negatively impact student mindsets, they can start using language that is more beneficial for establishing growth mindsets. The Reframing for a Growth Mindset handout can be found online at https://www.mindsetkit.org/static/files/Reframing_for_Growth_Mindset.pdf.

Upon completion of the Reframing for a Growth Mindset activity, the entire staff will regroup to discuss the implications of teacher language on student mindsets. The goal of this discussion is to initiate in-depth thinking and dialogue about the language that is currently being used inside teacher classrooms that is framed for growth mindsets, and how to replicate this type of language so that it is the only form of mindset language used. Teachers will have the opportunity to share real-world classroom experiences where they now realize they were using
The Classroom Assessment Scoring System (CLASS) is a tool designed to improve student achievement in early childhood education. It assesses interactions between teachers and children in the classroom, focusing on the quality of these interactions. The system evaluates various aspects of classroom dynamics, such as teacher-child interactions, student-teacher interactions, and group dynamics. CLASS is used to monitor and improve classroom quality, with an emphasis on teacher-child interactions, which are considered a key factor in student development.

**How does CLASS work?**

1. **Define quality:** What does it mean for a classroom to be high quality?
2. **Identify patterns:** How can we identify patterns in student development?
3. **Monitor interactions:** How can we monitor interactions using the CLASS tool?
4. **Evaluate impact:** How does the CLASS tool help improve student achievement?

**Structural Quality**

- Teacher-child interactions
- Quality of classroom environment
- Group size
- Classroom furnishings
- Educational materials
- Classroom materials
- Classroom setup
- Classroom management

**The History of CLASS**

CLASS was developed at the University of Virginia's School of Education in the late 1980s. Research was conducted to identify the factors that influence student outcomes, particularly in early childhood education. It was intended to provide a new approach to quality assessment and monitoring, focusing on interactions rather than environmental factors. The tool has since been widely adopted and is now used in various settings to improve classroom quality and student outcomes.
CLASS Domains

**Structural Quality**

**Process Quality**

**Student Outcomes**

CLASS Domains

- Emotional Support
- Classroom Structure
- Instructional Support
- Behavior Management
- Social/Emotional Support
- Conceptual Development
- Quality of Feedback
- Language Modeling

What does CLASS assess using the domains?
References

[Entries]

For more information, see [insert source].
Appendix KK

*Infant through Secondary Graphic of Supports from CLASS*
### Infant

- Relational Climate
- Teacher Sensitivity
- Facilitated Exploration
- Early Language Support

### Toddler

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Child Perspectives
- Behavior Guidance

- Facilitation of Learning and Development
- Quality of Feedback
- Language Modeling

### Pre-K

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives

- Behavior Management
- Productivity
- Instructional Learning Formats

- Concept Development
- Quality of Feedback
- Language Modeling

### Upper Elementary

- Positive Climate
- Teacher Sensitivity
- Regard for Student Perspectives

- Behavior Management
- Productivity
- Negative Climate

- Instructional Learning Formats
- Content Understanding
- Analysis and Inquiry
- Quality of Feedback
- Instructional Dialogue

- Student Engagement

### Secondary

- Positive Climate
- Teacher Sensitivity
- Regard for Adolescent Perspectives

- Behavior Management
- Productivity
- Negative Climate

- Instructional Learning Formats
- Content Understanding
- Analysis and Inquiry
- Quality of Feedback
- Instructional Dialogue

- Student Engagement
Appendix LL

What is CLASS? Info Sheet
What Is CLASS®?

What Does CLASS® Even Mean?

- CLASS® stands for Classroom Assessment Scoring System.
- The interactions teachers have with children impact learning, development—even lifelong achievement. CLASS® is the observation tool developed to assess these interactions; from infant care through 12th grade. Teachstone is committed to delivering on the promise of CLASS®.

Where Did CLASS® Come From?

- The story of CLASS® begins in the 1990s at the University of Virginia’s Curry School of Education where researchers were studying factors of early childhood development.
- They learned that interactions impacted child outcomes and that such interactions could be objectively measured.
- Looking at interactions rather than environmental factors was a new school of thought, but it took off quickly. Soon CLASS® had been adopted by The Federal Office of Head Start to as a way to measure and improve child outcomes.
- To scale CLASS® along with the growing demand, Bob Pianta, PhD, and Bridget Hamre, PhD, founded Teachstone in 2008.

What Is Involved With CLASS® Observations?

- CLASS® observations are completed by Teachstone-trained CLASS® Observers who assign scores to specific teacher behaviors and responses.
- Because children learn differently at each age level, CLASS® Observers must be certified for the age level they observe: infant, toddler, pre-k, K-3, upper elementary, or secondary education.

Who Uses CLASS® Today?

- The focus on effective interactions is growing. CLASS® has been adopted by programs all over the world, helping millions of children succeed in the classroom—and beyond.
- Research has shown that to deliver on the promise of CLASS®, organizations need to couple observations with professional development. That’s why today many organizations and states use CLASS® as a part of their professional development programs.
- To learn more about how CLASS® has affected specific organizations, read the Case Studies page on our website, http://teachstone.com/resources/case-studies.
Appendix MM

CLASS Protocol from Classroom Observations handout
Overview of Classroom Observation Protocols

A teacher's classroom instructional practice is perhaps one of the most important yet least understood factors contributing to teacher effectiveness. The method of video capture and review designed for the Measures of Effective Teaching (MET) project seeks to demystify effective teaching practices in the classroom and, in turn, provide insights into teacher evaluation and professional development.

The video footage recorded during the MET project is watched and coded by highly trained, independent raters. Many of the raters are current or former teachers, some with National Board Certification in subjects they are assigned to watch. These raters are managed and trained by the Educational Testing Service (ETS) to observe the videos and rate the teaching practice on a series of indicators ranging from the teacher's ability to establish a positive learning climate and manage the classroom to his or her ability to explain concepts and provide useful feedback to students. ETS is training approximately 500 experts to rate more than 23,000 hours of videotaped lessons using one or more of the following observation protocols:

1. The Classroom Assessment Scoring System (CLASS) measure developed at the University of Virginia

2. The Framework for Teaching (FFT) developed by Charlotte Danielson

3. The Mathematical Quality of Instruction (MQI) developed at the University of Michigan and Harvard University

4. The Protocol for Language Arts Teaching Observation (PLATO) developed at Stanford University

5. The Quality Science Teaching (QST) developed at Stanford University

A subset of the videos is also rated using an observational protocol developed by the National Board of Professional Teaching Standards (NBPTS) and the National Math and Science Initiative (NMSI).

The scores on the observational protocols will be compared against value-added measures for both the statewide standardized assessment and on supplemental assessments. These analyses will establish how closely the observation scores (both overall and domain-level) correlate with improvements in student achievement. (See www.METproject.org for more information about this process.)

About the CLASS Method for Evaluating Classroom Observation

The Classroom Assessment Scoring System (CLASS) is an observational protocol based on years of educational and developmental research demonstrating that daily interactions between teachers and students are central to student.
Measures of Effective Teaching (MET) Project

Academic and Social Development

CLASS was developed over the past 10 years by Bob Pianta and his colleagues at the National Institute of Child Health and Human Development Early Child Care Research Network, the National Center for Early Development and Learning, and the Center for Advanced Study of Teaching and Learning. CLASS is one of two observational protocols used in the MET project to rate the videotaped lessons of both Math and English Language Arts (ELA) lessons across all of the grade levels included in the project (the other is Charlotte Danielson’s Framework for Teaching [FFT]).

In its early stages, Pianta’s and his team’s research focused on the development of standardized observational systems for use in early-childhood classrooms (pre-Kindergarten through fifth grades). Pianta and his colleagues have since refined the observation to create the present-day CLASS, which measures effective teacher-student interactions in pre-Kindergarten through 12th grade in a way that is sensitive to important developmental and contextual shifts that occur as students mature. The CLASS is also aligned with a set of professional development supports that enable teachers to make positive changes in the areas of their practice with which they struggle.

The CLASS provides a reliable, valid assessment of three broad domains of effective teacher-student interactions that characterize students’ experiences in school. Research findings from over 4,000 classrooms demonstrate that students in classrooms with higher CLASS ratings realize greater gains in social skill and academic development than students in classrooms with lower CLASS ratings.

CLASS Domains, Dimensions and Indicators

CLASS assesses the extent to which teachers effectively support children’s social and academic development. CLASS is organized to assess three broad domains of interactions among teachers and children. Each domain includes several dimensions, some of which vary by grade level. Each dimension is in turn defined by observable indicators. For example, within the domain of Emotional Support, the dimension Teacher Sensitivity consists of several observable indicators including Awareness, Responsiveness and Student Comfort.

Domain 1: Emotional Support

Pre-K and Lower Elementary
- Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives
Upper Elementary and Secondary
- Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Adolescent Perspectives

Domain 2: Classroom Organization

Pre-K and Lower Elementary
- Behavior Management, Productivity, Instructional Learning Formats
Upper Elementary and Secondary
- Behavior Management, Productivity, Instructional Learning Formats

Domain 3: Instructional Support

Pre-K and Lower Elementary
- Concept Development, Quality of Feedback, Language Modeling
Upper Elementary and Secondary
- Content Understanding, Analysis and Problem Solving, Quality of Feedback, Instructional Dialogue

Across grade levels, the CLASS focuses on the effectiveness of classroom interactional processes rather than on the content of the physical environment, materials, or curriculum.

Observation Process

To assess a teacher using the CLASS, independent MET project observers, who have been trained and certified on the CLASS protocol, view the four videotaped lessons for each teacher, record observations and assign numerical codes related to each of the CLASS dimensions. Observers typically watch a lesson for 15 minutes, taking notes on the specific behaviors they observe related to each of the CLASS dimensions. Scoring is completed at the dimension level using a 7-point scale, with the low range being a score of 1-2, the middle range 3-5, and the high range 6-7. The CLASS...
manual provides detailed information to help observers determine the specific score.

The observer then watches the next 15 minutes and scores each of the dimensions again, repeating this cycle of observation and scoring until the end of the lesson. Lesson scores are created by averaging scores across all 15-minute cycles, and scores for teachers are averaged across lessons. Research has demonstrated that this type of scoring protocol provides relatively stable estimates of teacher effectiveness.

The final CLASS scores provide a snapshot of the classroom interactions that are working well along with areas that could be improved by growth and professional development.

For More Information

Bob Pianta and colleagues recently formed a non-profit organization, Teachstone, to facilitate the effective use of the CLASS in classrooms across the country.

For more information on the CLASS, its history or its developers, see Teachstone’s website (www.teachstone.org).

About the MET Project

A teacher has more impact on student learning than any other factor controlled by school systems, including class size, school size and the quality of after-school programs—or even which school a student is attending—but currently, there is no agreement among education stakeholders about how to identify and measure effective teaching. In an effort to improve the quality of information about teaching effectiveness, in the fall of 2009, the Bill & Melinda Gates Foundation launched the two-year MET project to rigorously develop and test multiple measures of teacher effectiveness.

As part of the project, partners from more than a dozen reputable academic, non-profit and for-profit organizations are collecting and analyzing data collected during the 2009-10 and 2010-11 school years from over 3,000 teacher volunteers and their classrooms across Charlotte-Mecklenburg Schools, Dallas Independent School District, Denver Public Schools, Hillsborough County Public Schools, Memphis City Schools and the New York City Department of Education. Teachers and classrooms in Pittsburgh Public Schools are also participating in the project by helping researchers with early-stage development and testing of the effectiveness measures before they are tested in the other MET project districts.

The project’s data is collected across five critical research areas:

1. Student achievement gains on state standardized assessments and supplemental assessments designed to measure higher-order conceptual thinking
2. Classroom observations and teacher reflections
3. Teachers’ pedagogical content knowledge
4. Student perceptions of the classroom instructional environment
5. Teachers’ perceptions of working conditions and instructional support at their schools

A close analysis of each of these will help establish which teaching practices, skills and knowledge positively impact student learning and represents a real opportunity for teachers to inform the national discussion on education reform.

The MET project seeks to develop an array of measures that will be viewed by teachers, unions, administrators and policymakers as reliable and credible indicators of effective teaching. By determining exactly what measures predict the biggest student achievement gains, the MET project will give teachers the feedback (including exemplary practices) they need to improve. In addition, a greater understanding about which teaching practices, skills and knowledge positively impact student learning will allow states and districts to develop teacher evaluation systems that will help strengthen all aspects of teaching—from recruitment through retention.

The MET project’s final findings will be shared broadly at the project’s conclusion in winter 2011-2012.

For more information about the MET project, please visit www.METProject.org or send an email to info@METProject.org.

Note: The inclusion of a given research protocol or tool in the MET project is not an endorsement by either the MET project or its partners of that protocol or tool. In many cases, the research instruments included in the MET project are still


doi:10.3386/w8291
being tested and do not yet have verified results associated with them. Other protocols and tools similar or equivalent to those used in the MET project may exist.
Appendix NN
3 Minute Paper Submission Google Form #6
3 Minute Paper #6

Before moving on to the next portion of SMPOP, write steadily for three minutes about what you have learned, the connections you have made with prior knowledge, how you plan to use the information in your classroom, and/or any questions you still have. Empty out your thoughts below.

* Required

Name *
Your answer

SMPOP Topic You Will Cover: *
Your answer

Your Thoughts: *
Your answer
Appendix GO
Sample CLASS Observation Training Agenda
## Teachstone

Building connections. Enhancing learning.

### SAMPLE CLASS™ Observation Training Agenda

(Pre-K, K-3, Upper Elementary & Secondary)

<table>
<thead>
<tr>
<th>Day One</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8:30—9:00</td>
<td>Welcome and Introductions</td>
</tr>
<tr>
<td></td>
<td>9:00—10:30</td>
<td>Overview of CLASS™ Emotional Support Dimensions</td>
</tr>
<tr>
<td></td>
<td>10:30—10:45</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td>10:45—12:00</td>
<td>CLASS™ Instructional Support Dimensions</td>
</tr>
<tr>
<td></td>
<td>12:00—1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>1:00—2:30</td>
<td>CLASS™ Organizational Support Dimensions Student Learning Gains and the CLASS™</td>
</tr>
<tr>
<td></td>
<td>2:30—2:45</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td>2:45—3:15</td>
<td>Use the CLASS™ to code classrooms</td>
</tr>
<tr>
<td></td>
<td>3:15—5:00</td>
<td>Training Video 1: View and Discuss</td>
</tr>
<tr>
<td><strong>Day Two</strong></td>
<td><strong>Time</strong></td>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td></td>
<td><strong>8:30—9:00</strong></td>
<td><strong>Registration</strong></td>
</tr>
<tr>
<td></td>
<td><strong>9:00—10:30</strong></td>
<td><strong>Training Video 2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>10:30—10:45</strong></td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td></td>
<td><strong>10:45—12:00</strong></td>
<td><strong>Training Video 3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>12:00—1:00</strong></td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td></td>
<td><strong>1:00—2:30</strong></td>
<td>Conducting Live Observations with the CLASS™ Observations Training Video 4</td>
</tr>
<tr>
<td></td>
<td><strong>2:30—2:45</strong></td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td><strong>2:45—4:00</strong></td>
<td>Training Video 5</td>
</tr>
<tr>
<td></td>
<td><strong>4:00—5:00</strong></td>
<td>Reliability Testing Procedures Questions and Answers</td>
</tr>
</tbody>
</table>
Appendix PP
Agenda for Day 8—Phase 2—Session 9
Day 8: Phase 2—Session 9

7 ½ needed for planned agenda

**All staff will need to bring their laptops to this session. They will be used throughout all portions of the Professional Development.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>Agenda</td>
<td><em>Agenda for Day 4—Phase 3—Session 5</em></td>
</tr>
<tr>
<td>1 hr. 15 min.</td>
<td>Vertical Team Meeting</td>
<td>*Group Reflection Log handout</td>
</tr>
<tr>
<td>1 hr. 15 min.</td>
<td>Departmental Team Meeting</td>
<td>*Group Reflection Log handout</td>
</tr>
<tr>
<td>2 hrs. 30 min.</td>
<td>Finalize Individual Action Plans &amp; Coach Meetings</td>
<td><em>Individual Action Plans</em></td>
</tr>
<tr>
<td>1 hour</td>
<td>Lunch Break (in middle of previous session)</td>
<td><em>Evaluating Results of PD</em></td>
</tr>
<tr>
<td>30 min.</td>
<td>CLASS Observation documentation explanation</td>
<td><em>CLASS Observation Documentation Google Form</em></td>
</tr>
<tr>
<td>1 hour</td>
<td>Group Discussion &amp; SMPDP assessment</td>
<td><em>Green and Red Flags of Implementation</em></td>
</tr>
</tbody>
</table>
Appendix QQ
CLASS Observation Documentation Google Form
CLASS Observation Completion Form

Answer each of the following questions upon completing an observation cycle.

*Required

Name:

Date of observation: *

Your answer

I observed _________ in their classroom OR I was observed by _________ in my classroom. *

Your answer

Lesson plans for implementation were shared prior to observation: yes or no. *

Your answer

The focus of the lesson was: *

Your answer

Key emotional support elements positively identified from implementation: *

Your answer

Areas of concern in terms of emotional support elements identified from implementation: *

Your answer

Key classroom organization elements positively identified from implementation: *

Your answer

Areas of concern in terms of classroom organization elements identified from implementation: *

Your answer

Key instructional support elements positively identified from implementation: *

Your answer

Areas of concern in terms of instructional support elements identified from implementation: *

Your answer

How will this observation influence your personal practice in a positive manner: *

Your answer

SUBMIT

how submit student to Google Form
Appendix RR
Agenda for Day 9—Phase 3—Sessions 10 & 11
Day 9: Phase 3—Sessions 10 & 11

**All staff will need to bring their laptops to this session. They will be used throughout all portions of the Professional Development.**

### Time Needed | Item | Materials Needed
--- | --- | ---
**PHASE 3 | SESSION 10**
5 min. | Agenda | *Agenda for Day 9—Phase 3—Sessions 10 & 11*
1 hr. 15 min. | Introducing Phase 3: Accountability Measures Component of Understanding Student Motivation | *Individual Action Plans*
45 min. | Understanding Standardized Assessments: What we Expect & What We Actually Get | *Infographic*
5 min. | 3 Minute Paper | *3 Minute Paper Submission Google Form #7*
1 hr. 30 min. | Analyzing Our Data in Departmental Teams | *Looking at Our Data #1 Group Google Slides Template*
1 hour | Lunch | |

**PHASE 3 | SESSION 11**
45 min. | Understanding Struggling Readers & Standardized Assessments | *Infographic*
5 min. | 3 Minute Paper | *3 Minute Paper Submission Google Form #8*
1 hour 15 min. | Analyzing Our Data in Departmental Teams | *Looking at Our Data #2 Group Google Slides Template*
45 min. | Closing Discussions: Identifying trends, address possible alternate student feedback options using formative assessments | |
Appendix SS
Standardized Assessments: What We Expect & What We Actually Get Infographic
Standardized Assessments:
What We Expect...and What We Actually Get

The purpose of standardized assessments is to determine whether students are learning what we are teaching them, but there are a variety of implications that these assessments have that may not be intended.

What We Expect To Gain From Standardized Assessments

Standardized Assessments Proctored + Educators alter Lessons according to Standardized Assessment Data = Increased Student Achievement
Expectations:

Reliable, objective measures of student achievement

Grade-level assessments that are non-discriminatory and content that is relevant to all students

Assessment materials address essential learning content being taught in the current curriculum

Assessment materials support the learning that is already taking place in classes

Data that supports how to alter curriculum to increase student achievement

Testing that reflects expectations and preparedness for career and college readiness

Data that reflects the teaching that is taking place in classes

Individualized and entire class or grade level view of student achievement

Can be used to hold students and teachers accountable

Stop and Share: At your table, what do you and your peers expect to gain from Standardized Assessments?

There could be others, but this was just to name a few...
Relying heavily on standardized assessments to direct us on our students' proficiencies and how we should alter our teaching practices may not be as effective as we have thought.

David Whitehead, New Zealand educational researcher, stated that "...the pedagogy and assessment protocols of many secondary schools fail to reflect the use of literacy practices and thinking tools, and so fail to reflect best evidence about teaching."

Some argue that standardized assessments fail to truly assess what students know from what they learned in the classroom.

These standardized assessments are often used for purposes other than documenting student proficiencies, including teacher and school effectiveness.

The purpose behind the assessments has changed over the years, moving away from solely identifying student achievement.

Valencia & Riddle Buly (2004) argue that "Requiring teachers to administer grade-level classroom assessments to all their students regardless of individual student needs would not yield useful information or help teachers make effective instructional decisions."

Valencia & Riddle Buly (2004) argue that "Requiring teachers to administer grade-level classroom assessments to all their students regardless of individual student needs would not yield useful information or help teachers make effective instructional decisions."
Standardized assessments alone do not fully and effectively provide information about students' proficiencies. Other reliable assessments need to be used / implemented as well.

Standardized assessments do not provide reliable results the majority of the time because students are over-tested and lack understanding of the value of the testing. Students motivation towards these assessments is decreased, lowering the effectiveness of the gathered data.

Washington Post article by Layton (2015) documented that on average 8th grade students spend 25.3 hours testing throughout the school year in the United States. From grades K-12, students in the United States spend on average 257.3 hours testing on 112 standardized assessments on average. This supports the fact that students are over tested, decreasing their motivation.

Countries that outperform the United States on international exams only test three times across all grade levels, this includes China. This type of testing increases motivation as it happens less frequently and students recognize the importance of testing.

Teacher being implementing teaching-to-the-test practices instead of best classroom practices.

Instructional time is being consumed by test prep for standardized assessments.

Standardized Assessments cause test anxiety among young students and struggling, below-proficient readers, reducing the effectiveness and reliability of the data measures.

Older students do not take standardized assessments seriously because they do not directly impact their grades.

The multiple choice standardized assessment format isn't an adequate assessment tool in comparison to how all other classroom assessments and practices are implemented.
Some argue that standardized assessments are contributing to the lack of creativity being observed by teachers from students, nor do the standardized assessments help prepare students for college or career readiness.

**So What Other Options Do We Have?**

What can we do to best assess our students in a manner that is effective and efficient? Table talk!
Appendix TT
3 Minute Paper Submission Google Form #7
3 Minute Paper #7

Before moving on to the next portion of SMPOP, write steadily for three minutes about what you have learned, what connections you have made with prior knowledge, how you plan to use the information in your classroom, and any questions you still have concerning standardized assessments and standardized assessment data. Unify our your thoughts below.

Name *
Your answer

SMPOP Topic You Will Cover: *
Your answer

Your Thoughts: *
Your answer
Appendix UU
Looking at Our Data #1 Group Slides
Identify students who test showing/displaying proficient knowledge on one type of assessment but below proficiency on the other.

Which assessment, the standardized or the formative, are students more often showing proficiency? Which of the assessments are students more apt to be deemed below proficient?

Are there any identifiable trends to show which assessment data is more valid or valuable to influencing teaching practices? Explain.

What does this data say about standardized assessments and the data they produce?
What does this data say about formative assessments and the data they produce?

What from this data analysis did your departmental team find most alarming or disconcerting and why?

What from this data analysis did your departmental team find most interesting and why?

Any other information that your team identified that they would like to have shared with the Professional Development Team or the rest of the staff?
Appendix YY
Struggling Readers and Standardized Assessments Infographic
Understanding Struggling Readers & Standardized Assessments

Standardized assessments discourage struggling readers
Continuous cycle of below-proficient scores
Remedial help lacking at secondary level
Standardized Assessments put labels on students, especially struggling readers

Discouragement
Struggling readers become discouraged because they are repeatedly identified as below proficient no matter what help is implemented.
Why try when my results are the same mentality...

Process continually repeats itself from year to year. Students take standardized assessments and every year their growth often falls short of proficient.
This type of feedback often discourages struggling readers and decreases their motivation, especially for the students who put in continued effort but still aren't able to meet defined proficiency levels. Masters, 2014.

"...[struggling readers] are not using the assessments as a means to improve, instead they are using the assessment as a way to define themselves as failures."--Whitehead, 2007

Standardized assessments are often used to group like students by proficiency. These proficiency groups carry a negative connotation for students who are deemed as below-proficient or at-risk.

Remedial reading help usually determined because of the proficiency groups which are established from standardized assessments. Most of these remedial reading supports do not actually aide students in the areas that they struggle with in reading, therefore the cycle continues.
Students who struggle with reading in the primary grades are likely to continue struggling with reading in upper grades and post-secondary education. --Melekoglu (2011)

Currently 8 million students who struggle with reading nation wide from primary grades through secondary grades. --(Biancarosa & Snow, 2004)

Students who have difficulty reading become discouraged and less motivated with the standardized assessment process because they are repeatedly defined as at-risk when compared to peers. --Whitehead (2007)

Availability of remedial reading assistance as students progress through primary grades into secondary grades diminishes. --Melekoglu (2011)

69% of 4th grade students, 71% of 8th grade students, and 60% of 12th grade students read below the proficient level--Lee, Grigg, Donahue (2007) and Grigg, Donahue, & Dion (2007)
What does this mean for us and our students?

How can we help change the perception of standardized assessments for students who feel discouraged by them?

How can we assess all of our students, but more specifically our struggling readers in a way that establishes a growth mindset and doesn't discourage all assessment processes?

What motivational dimensions are impacted negatively due to standardized assessments? How can we shift the perception of standardized assessments to one that is used for improvement and achievement instead of labeling?
Appendix WW
3 Minute Paper Submission Google Form #8
3 Minute Paper #8

Before moving on to the next portion of SMPDP, write steadily for three minutes about what you have learned, what connections you have made with prior knowledge, how you plan to use the information in your classroom, and/or any questions you still have concerning standardized assessments and struggling, below proficient readers. Empty out your thoughts below.

* Required

**Name**

Your answer:

**SMPDP Topic You Will Cover:**

Your answer:

**Your Thoughts:**

Your answer:
Appendix XX
Analyzing Our Data: Below Proficient Trends Document Template
Analyzing Our Data: Below-Proficient Trends Document Template

Directions:
*Step 1: Identify all students who tested below-proficient on recent standardized test in your core subject area. For specialty teachers, use the reading assessment scores to start.
*Step 2: Answer each of the six questions concerning below-proficient testing for each identified student. Put corresponding information into table below.
• 1. How many years has this student tested at the below-proficient range consecutively in this core content area?
• 2. What are their average points of growth on these standardized assessments per year?
• 3. Do their average points of growth meet the annual growth expectations and yet their overall score is still below-proficient?
• 4. Is there any years or assessment dates when the student regressed instead of progressed towards proficiency?
• 5. Do the student's grades in the identified core content area reflect below-proficient understanding and competency?
• 6. From this student's standardized assessment scores, does your team believe that this student has benefited from the standardized assessment processes?
*Step 3: Review all other applicable departmental groups data. (Middle school teams review all other middle school teams' data. High school teams review all other high school teams' data.)

**If you need extra spacing to add more students, copy the template and create more rows below the current bottom box.
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Departmental Team: Science HIGH SCHOOL
**Departmental Team: Math MIDDLE SCHOOL**

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### Departmental Team: Social Studies HIGH SCHOOL

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Appendix YY:
Agenda for Day 10—Phase 3—Sessions 12 & 13
Day 10: Phase 3—Sessions 12 & 13

**All staff will need to bring their laptops to this session. They will be used throughout all portions of the Professional Development.**

<table>
<thead>
<tr>
<th>Time Needed</th>
<th>Item</th>
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<tr>
<td><strong>PHASE 3</strong></td>
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<tr>
<td>5 min.</td>
<td>Agenda</td>
<td>*Agenda for Day 5—Phase 2—Sessions 6 &amp; 7</td>
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<tr>
<td>1 hr. 30 min.</td>
<td>Understanding Test Anxiety Introduction Presentation &amp; Discussion</td>
<td>*Test Anxiety &amp; Student Achievement PowerPoint, *Test Anxiety Infographic—from Michelle Adams Blog, *Test Anxiety: Causes and Remedies Article, *Pause and Reflect Activity</td>
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<tr>
<td>1 hr. 30 min.</td>
<td>What Can We Do To Help</td>
<td>*What Can We Do to Help PowerPoint, *Tapped Out Teens: 4 Stress Relief Strategies that Work Article</td>
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<td>45 min.</td>
<td>Implementation Log: Expectations and Options Discussion</td>
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<td>Lunch</td>
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<td><strong>PHASE 3</strong></td>
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<td>1 hour</td>
<td>Assessing Students in the Same Way They Learn: For Growth Over Time &amp; Not Academic Year</td>
<td>*PowerPoint</td>
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<td>5 min.</td>
<td>3 Minute Paper</td>
<td>*3 Minute Paper Submission Google Form #9</td>
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<td>1 hr. 45 min.</td>
<td>Work time on development of activity for implementation log</td>
<td>*Implementation Log #4</td>
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Appendix ZZ:
Test Anxiety & Student Achievement PowerPoint
Test Anxiety & Student Achievement

That is why...

• It is imperative that we understand what test anxiety is and what students experience when they continually struggle with test anxiety.

Where does test anxiety come from?

• The teacher perspective
  • The teacher interacts with students in a specific manner.
  • The teacher assigns specific tasks.
  • The teacher assigns specific content.
  • The teacher monitors behavior.

What is test anxiety?

• It is imperative that we understand what test anxiety is and what students experience when they continually struggle with test anxiety.

Who does test anxiety impact? And how does it impact their achievement?

• The teacher perspective
  • The teacher interacts with students in a specific manner.
  • The teacher assigns specific tasks.
  • The teacher assigns specific content.
  • The teacher monitors behavior.

The teacher perspective

• The teacher interacts with students in a specific manner.
• The teacher assigns specific tasks.
• The teacher assigns specific content.
• The teacher monitors behavior.
Who does test anxiety impact? And how does it impact their achievement?

Continued.
- Test anxiety affects college students, or achivement levels, but studies also show test anxiety can impact the performance of high school students who have been identified as being below average in grade point average (GPA) and who have been involved in student organizations.
- Graham & Bower, 2002; Ryan, Ryan, & Graham, 2007; Van Der Heijden & Meeus, 2010.
- Mandatory testing can cause higher levels of test anxiety in the students attending the testing center.
- Ryan, Ryan, & Graham, 2007; Van Der Heijden & Meeus, 2010.

Yerkes-Dodson Law

What does the Yerkes-Dodson Law mean for test anxiety?

- Students need to strive to achieve the peak of their potential in all the areas of life, especially in social performance.
- By having the goal in mind and controlling the stress of performance, students can achieve their goals, based on the feedback from others.
- The relationship between test anxiety and performance is known to be complex. It is likely that the interaction between anxiety and performance is what is actually happening.

Symptoms of Test Anxiety

- Obtaining a good grade in the test is crucial.
- Obtaining a good grade is intimidating.
- Obtaining a good grade is difficult.
- Obtaining a good grade is likely to be a stressful experience.
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- Obtaining a good grade is likely to be a stressful experience.

What brings about these symptoms?

- Students often do not understand what they need to do in order to achieve the best performance.
- Students often do not understand how to cope with test anxiety.
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- Students often do not understand how to cope with test anxiety.
How does all of this impact student achievement?

- The use of these strategies can help students achieve better outcomes in various academic contexts.
- It can reduce stress and anxiety, leading to improved mental health.
- Struggling learners can benefit from these methods by gaining confidence and understanding.

References

- [Reference 1]
- [Reference 2]
- [Reference 3]
Appendix AAA:
Test Anxiety Infographic from Michelle Adams Blog
Children with severe cases of test anxiety may have physical symptoms like stomach aches or headaches before or during the test. They may also express fears of failing. Often they are good students who appear to know the material the day before but cannot seem to do well during the examination.

- Deborah C. Beidel
Professor of Psychiatry, Penn State College of Medicine, USA

- There has been a 200% increase in the number of young people in the UK actively seeking counselling specifically due to exam stress.
- More than 87,500 visits to ChildLine’s webpage relate to exam stress.
- The charity carried out 35,500 counselling sessions mentioning school & education problems between 2013 & 2014.
- Major themes for exam stress included:
  1. Not wanting to disappoint their parents
  2. Fear of failure
  3. General pressures linked to academic achievement

It was also found that exam stress affected young people's ability to sleep & triggered anxiety attacks, depression, tearfulness & eating disorders.
An exam stress survey of more than 2000 undergraduate students in their final year attending US universities was published in 2015. It was conducted by Stop Procrastinating, an evidence-based blog that undertakes independent research & found that:

- **64%** are worried that stress / anxiety is affecting their performance which will result in lower grades than they hoped for.

- **35%** blame exam stress on the difficult job market for young people & their worries around job opportunities.

- **45%** blame exam stress on the overwhelming significance of their final exams.

- **37%** say they suffer from loneliness & over 4% of these say that they are too nervous of their exam performance to spend time on socialising.

- **But 75%** say they had procrastinated too much in the lead up to their exams, wasting between 3 & 9 hours per day.

- **Very worryingly, 16%** admitted to using performance enhancing drugs to deal with their worries over performance.
Top 5 Causes of Exam Anxiety

1. Not getting into university based on poor exam results (63%)
2. Fears about sitting the actual exam (62%)
3. Pressure from parents to perform well (59%)
4. Not doing as well as friends (57%)
5. Not getting a good job afterwards (53%)

9 Ways Students Cope with Exam Anxiety

1. Talking to friends (53%)
2. Talking to family (29%)
3. Using music (29%)
4. Educator (17%)

Top Tips - Managing Exam Stress

Take Care of Your Physical & Emotional Health

1. Do gentle exercises such as taking a quick walk, cycling, swimming, or yoga.
2. Gentle exercise increases blood flow to the brain, assists with lowering anxiety levels & reduces physical tension that can cause aches & pains.
3. Deep breathing, getting 8 hours of sleep per night & meditation all help maintain your emotional health.
**Fuel Your Brain & Avoid Trigger Foods**

Eat lean protein e.g. chicken, fish & eggs, with carbohydrates that release their energy slowly e.g. oats, brown rice & green vegetables.

Avoid alcohol, caffeine & nicotine. They stimulate the central nervous system & heighten your emotions, leading to greater anxiety.

If you need to choose something sweet, choose dark chocolate with over 70% cocoa. It helps fight cortisol, the stress hormone, has a relaxing effect on your body & releases endorphins, a natural stress reliever.

---

**Get Organised & Keep Your Perspective**

- Create a personal study plan & take it day-by-day. Do this by breaking your revision down into small manageable chunks.
- Picture your exams as a time-bound project. If your exams are 30 days away, then set that as your ‘30-day-challenge’ which has a definite end point.
- Take regular breaks from studying & move away from your desk when you are on a break. Psychologists say we can only really concentrate in full for between 30 to 45 minutes.

---

*The expert quoted is not affiliated with Study Medicine Europe.

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**References**

educationworld.co.za/johnadmin/admin448.shtml

mentalhealth.co.uk/news/211-pressure-of-exams-causing-worrying-levels-of-anxiety-in-students.html

mentalhealth.co.uk/news/187-vous-anxiety-exam-anxiety-levels

stopprocrastinatingapp.com/exam-stress

examine.com/blog/beat-exam-stress-10-easy-ways

balancedwellness.co.uk/exams

studentsminds.org.uk/exam-stress.html

www.studymedicineeurope.com
Appendix BBB:

*Test Anxiety: Causes and Remedies* Article
There hasn’t been a lot written recently about test anxiety, but that doesn’t mean it’s no longer an issue for a significant number of students. Those of us who don’t suffer from test anxiety—and I’m betting that’s most faculty—can find it hard to be sympathetic. Life is full of tests, and students need to get over it. Besides, if students have studied and prepared, there’s no reason for them to feel excessively anxious about a test.

Perhaps we should start by reestablishing that test anxiety is a legitimate problem. A significant amount of research says that it can affect students in kindergarten right on up through college and graduate school. Here’s one study (with lots of references, including several meta-analyses) that investigated the relationship between test anxiety and academic performance in 4,000 undergraduate students and 1,414 graduate students: “Low-test-anxious female and male undergraduates had cumulative GPAs averaging 3.35 and 3.22, respectively, whereas high-test-anxious female and male undergraduates had cumulative GPAs averaging 3.12 and 2.97, respectively” (Chapell et al. 2005, 271). That’s essentially the difference between a B+ and a B. In this study, the relationship between test anxiety and performance was weaker for graduate students.

Granted the study is more than 10 years old, but I’m not sure that makes a big difference. College students continue to take a lot of tests, and the importance of grades, coupled with the pressure to get good ones, hasn’t diminished. Another article does an excellent job sorting through the causes of test anxiety, starting with anxiety that’s legitimate. If students haven’t prepared for the exam and they’re nervous, that’s test anxiety for the right reason. Perhaps it will motivate necessary behavior changes. Mealey and Host (1992) describe three other causes of test anxiety:

- Some students don’t have good study skills, don’t know how to study for exams, know they’re deficient, and experience anxiety as a consequence. These are the students who memorize answers but can’t match them
to questions, who come to exams with a head full of facts but no sense of the big picture.

- Then there are students whose negative self-talk distracts them, making it difficult to focus before and during the exam. Often these are students who've done poorly on other exams, hate taking tests, and are convinced they won't do well. They read a question and quickly decide they can't answer it, so they leave it blank and then forget to come back and make a guess. These students may have fine study skills and they may have prepared for the exam, but the experience is so anxiety-provoking that it clouds and confuses their thinking. Many of us have encountered these students and discovered that they can provide perfectly coherent answers after the test.

- Finally, there are students who think they know how to study, but they're using woefully inadequate strategies. They recopy their notes word for word. They highlight long passages in the text without any real understanding of why they're highlighting them. They talk to friends who've taken the course previously and get persuaded that the test will be easy. Many of us know these students well. They can't believe they've done so poorly. How is it possible? They studied for hours.

Teachers can't cure test anxiety. But they can offer remedies that students should be encouraged to try. Information about good study strategies should be included in every course. Sometimes that information is more persuasive if it comes from fellow classmates. Discussion of the study strategies used for the test ought to be part of the debrief session. Many test-anxious students think that nobody else falters under pressure. It is helpful for them to talk with others who experience the same problem. Most learning centers regularly offer sessions on coping with test anxiety. Teachers can encourage students with test anxiety by recognizing it as a real problem and by suggesting solutions.

Mealey and Host also asked a 100-student cohort of developmental reading students to identify things teachers do that make them feel more or less nervous during an exam—a good question for any teacher to ask students. Half of those students said it was distracting when the teacher talked during the test, and more than half said they found it stressful when teachers walked around the room and looked over their shoulders. Three-quarters said they went into tests more confident if the material had been reviewed in class before the test.

References:

Appendix CCC:
What We Can Do to Help PowerPoint
WHAT WE CAN DO TO HELP

DECREASE TEST ANXIETY

PART 2: HELP PREVENT TEST ANXIETY THROUGH INSTRUCTIONAL DESIGN & CLASSROOM MANAGEMENT

TEACH OR REVIEW EFFECTIVE STUDY AND ORGANIZATIONAL SKILLS

- Free Management Skills
- Time Management
- Test-Taking Skills
- Organization
- Note-taking

TIME MANAGEMENT

- Free Management Skills
- Time Management
- Test-Taking Skills
- Organization
- Note-taking

PROVIDE OR ENCOURAGE SUFFICIENT TIME TO STUDY FOR THE TEST

- Assignments made at least one day in advance.
- Provide specific study instructions.
- Establish clear grading criteria for assignments.
- Encourage students to use the time allocated.

CONSIDER REQUIRING STUDENTS TO COMPLETE STUDY LOGS

- Establishes a tracking system for students and monitors their progress.
- Improves student accountability and helps keep them focused.
- Helps students identify areas where they need improvement and organize study materials.
- Encourages students to monitor their progress.

ASSIGN READINGS IN SMALL AMOUNTS

- Review new material one day before the test and assign a learning activity.
- Students who study in small amounts show improved comprehension and retention.
- Helps maintain student engagement by breaking up the material into smaller, manageable sections.
- Encourages students to actively engage with the material.
PROVIDE PRACTICE TESTS

- Prepare practice tests in a manner consistent with the test type and involve the entire class with students volunteering.
- Alter tests to ensure they are different from the practice tests.
- Allow the practice tests to occur before the instructor sits at the front of the room.

BE PROACTIVE AND NOTICE TEST ANXIETY BEFORE IT BECOMES A PROBLEM

- Look for the following warning signs:
  - Reduced two or three
  - Increased time spent on test
  - Increased number of questions asked or even more of the test
  - Increased completion of the test
  - Inconsistent completion of the test
  - Increased time spent in class
  - Reduced test anxiety

If you have identified a student showing signs of distress, meet with them to discuss how best to alleviate their anxiety.

MODEL LOW LEVELS OF ANXIETY IN FRONT OF YOUR STUDENTS

-Model your own anxiety with students displayed in the appropriate manner.
- Demonstrate a healthy anxiety and conserve energy in class for other classroom activities.
- Mingle with students after class and interview them during class.
- Display that anxiety as a part of your normal learning style.

REFRAIN FROM SETTING TESTING TIME LIMITS

- Give your students an opportunity to complete their test if they are not able to do so within the time limit.
- Time limits that cause anxiety in students are often the result of test anxiety.
- Ensure that students are not forced to complete the test regardless of their anxiety levels.

STRUCTURE CLASSROOM SEATING ARRANGEMENTS

- Structure the classroom seating arrangements so that those with higher levels of anxiety are seated in a manner that provides comfort.
- To help students develop a sense of security, the teacher should set up a poster that provides comfort for all students.
- Include a small poster that provides a sense of security for those students with lower levels of anxiety.

PROVIDE ACCOMMODATIONS

- Make accommodations for students who are anxious by the following experiences:
  - Explain the test
  - Reducing the test anxiety
  - Taking the test more slowly
  - Providing the test more slowly
  - Tailoring the test more closely
  - Reduced test anxiety
PART 2: TEACHING STUDENTS TO COMBAT TEST ANXIETY WITH STRATEGIES THAT REALLY WORK

TEACH STUDENTS SUCCESSFUL TEST-TAKING STRATEGIES

- Reassure students in need of assistance with reading or writing of determining and practicing alternative methods.
- Remind students of the importance of establishing and maintaining a positive mindset.
- Teach students how to manage time effectively and avoid procrastination.
- Help students prepare for the test by practicing test-taking strategies.

ENCOURAGE STUDENTS TO SEEK CLARIFICATION ON ADDITIONAL HELP

- Allow students to ask questions to clarify their understanding of the material.
- Provide opportunities for students to work with small groups and receive feedback.
- Make yourself available for students to work through problems and concepts.

ENCOURAGE SELF-POSITIVE SELF-TALK

- Set positive expectations and model self-talk that reflects confidence.
- Encourage students to use self-talk to build confidence and reduce anxiety.
- Promote positive attitudes and encourage students to reflect on their progress.

REASSURE STUDENTS TO VIEW SOME ANXIETY AS HEALTHY AND HELPFUL

- Remind students that some level of anxiety is normal and can enhance their performance.
- Explain the concept of the anxiety curve and how it relates to optimal performance.
- Encourage students to use anxiety as a motivator to prepare and perform well.

REMEMBRAND STUDENTS ON THE IMPORTANCE OF TAKING CARE OF THEMSELVES

- Encourage students to take breaks and maintain a healthy lifestyle.
- Suggest strategies for managing stress, such as deep breathing and mindfulness exercises.
- Provide resources for counseling and support services.
- Encourage students to seek help when needed.
TEACHING STUDENTS RELAXATION TECHNIQUES

- Teach your students a variety of meditation techniques that support reducing anxiety.
- Deep breathing
- Mindfulness
- Each student has the opportunity to engage in a quiet space to facilitate the development of an effective personal routine.

PREPARE STUDENTS FOR THE TYPES OF TESTING THEY MAY ENCOUNTER

- Prepare your students for the types of testing they may encounter:
  - A holistic approach
  - A practice approach
  - Preparing for the California High School Exit Exam
  - Preparing for the PERT and ACT
  - Preparing for the Advanced Placement (AP) and International Baccalaureate (IB) exams
  - Practice exams should be taken in the same environment in which the test will be taken.

HAVE STUDENTS MIMIC TESTING SETTING

- Encourage students to study in the same environment they will be testing in:
  - Sit in a quiet, well-lit area
  - Place learning materials in the same area
  - Students should sit in the same position they will in the test environment

IDENTIFY WEAK AREAS

- Have students identify areas where they need to improve:
  - Self-assessment
  - Practice tests
  - Discuss strengths and weaknesses
- The student should be a partner with the teacher in identifying weak areas.

REINFORCE COMPLETION OF HOMEWORK ASSIGNMENTS AS A MEANS TO PREPARING FOR THE TEST

- Reinforce the importance of completing homework assignments:
  - Homework is a tool to reinforce classroom learning
  - Encourage students to work on homework assignments in a quiet environment
- Homework should be reviewed and discussed as homework is completed and after they need to prepare, using a way to prepare for testing.

WHAT ELSE, YOU ASK?
IMPLEMENTING DIRECT TEACHING AND DISCUSSIONS CONCERNING TEST ANXIETY

- Check out explicit tipper units to discuss test anxiety and ways to combat it within your classroom.
- Test feedback exercises: There will get you, you may try set of blanket your that an could can be discuss test anxiety with your students now.
Appendix DDD:
Stress: Kids Health in the Classroom Lesson Plan Handout
Everyone gets stressed now and then. Lots of students get stressed over the pressures and demands of trying to fit so many things into one day. But people have to remember that they’re not alone when it comes to dealing with stress, and that there are ways to manage and ease stressful situations. Identifying stressful situations and being able to dial down stressful feelings are important skills that can help teens for the rest of their lives. These activities will help your students understand the importance of stress management.

**Related KidsHealth Links**

**Articles for Teens:**

- Stress & Coping minisite
- Stress
  TeensHealth.org/en/teens/stress.html
- About Serious Stress
- What Stresses You Out About School?
- About Stressful Feelings
  TeensHealth.org/en/teens/stressful-feelings.html
- About Stressful Situations
- How Can I Deal With All My Stressful Situations?
- Test Anxiety
  TeensHealth.org/en/teens/test-anxiety.html
- Handling Sports Pressure and Competition
  TeensHealth.org/en/teens/sports-pressure.html
- Can Stress Affect My Weight?
- School Counselors
  TeensHealth.org/en/teens/school-counselors.html

**Discussion Questions**

Note: The following questions are written in language appropriate for sharing with your students.

1. Name some of the things that stress you out.
2. What kinds of signs do people show when they’re experiencing stress? How does your body react to stress?
3. What’s the difference between good stress and bad stress? Give some examples of each.
4. Name some ways students can manage or ease stress.

Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Taking Note of Stress

Objectives:
Students will:
- Discuss stress and stress management
- Explore strategies for identifying and easing stress

Materials:
- Class set of the TeensHealth.org article “Stress” and five copies of each of these: “How Can I Deal With All My Stressful Situations?,” “Test Anxiety,” “Handling Sports Pressure and Competition,” or other stress-related articles for teens
- Markers and chart paper
- “Taking Note of Stress” handout

Class Time:
1 hour

Activity:
Do you ever feel like there are too many pressures and demands on you? Do you ever lose sleep worrying about tryouts or a school project? Everyone gets stressed now and then. Good stress helps you rise to a challenge and prepare to meet a tough situation with focus, strength, stamina, and heightened alertness. Bad stress—like coping with a divorce or moving to a new neighborhood and school—can leave a person feeling overwhelmed and unable to meet challenges. But there are many ways to ease stress. So let’s read the TeensHealth.org article “Stress” and use the handout to help us take notes. [Note to teacher: You could read the article using an electronic whiteboard, LCD projector, or individual computers.] Next, we’ll break into small groups and choose an additional article on stress that might be relevant to you. You and your group will read the article, then appoint one person as the writer, one person as the speaker, and the rest as information gatherers. The writer will use markers and chart paper to write down the article’s main points, as identified by the information gatherers. After your small group agrees that all the main points are covered, the speaker will share the article’s main points with the class.

Extensions:
1. When you begin to feel stressed, try one of the relaxation techniques cited in the articles “Stress” and “Handling Sports Pressure and Competition” to help ease your stress:
   - Deep breathing
   - Muscle relaxation
   - Visualization
   - Mindfulness
2. Try the exercises in the “Study Break Yoga” videos (TeensHealth.org/en/teens/yoga-break.html).

Stress SOS!

Objectives:
Students will:
- Examine common school-related stressors for teens
- Develop stress-beating strategies they can apply to their own lives

Materials:
- Class set of TeensHealth.org article "What Stresses You Out About School?" (or share article using an electronic whiteboard, LCD projector, or individual computers so students can listen to it being read)
- "Stress SOS!" handout

Class Time:
- 1 hour

Activity:
[Note to instructor: Print handouts and number them in the life preserver image in the upper right part of the page.] All students experience stress in one form or another. It's important to know that you're not alone when it comes to school-related stress. Now it's time to reach out and get some help from your classmates. First we'll identify the types of school stressors that students in this class experience. Then we'll go through and discuss the TeensHealth.org article "What Stresses You Out About School?" to examine common stressors among teens. Then, think about a stressful school-related situation you've been in lately and write it down on the handout. Don't write your name on it! Remember the number on your handout, then I'll collect the papers and redistribute them among the class two times. Each time, you'll write down one stress-busting tip to help with the anonymous stressful situation at the top. Then I'll collect the handouts again, and read the numbers so you can get your classmates' stress-busting suggestions.

Extension:
When you're stressed, list all the activities you're doing that day and try to cut one out. Replace that activity with one that relaxes you, even if it's just for a few minutes. Keeping a balance is important and can help reduce your stress. Try this for a few days and see if it helps dial down your stress levels.

Reproducible Materials
Handout: Taking Note of Stress
KidsHealth.org/classroom/9to12/problems/emotions/stress_handout1.pdf
Handout: Stress SOS!
KidsHealth.org/classroom/9to12/problems/emotions/stress_handout2.pdf
Quiz: Stress
KidsHealth.org/classroom/9to12/problems/emotions/stress_quiz.pdf
Answer Key: Stress
KidsHealth.org/classroom/9to12/problems/emotions/stress_quiz_answers.pdf

KidsHealth.org is devoted to providing the latest children's health information. The site, which is widely recommended by educators, libraries, and school associations, has received the "Teachers' Choice Award for the Family" and the prestigious Pixel Award for "Best Educational Media for Students." KidsHealth comes from the nonprofit Nemours Foundation. Check out www.KidsHealth.org to see the latest additions!
Taking Note of Stress

Part 1: As you read the TeensHealth.org article titled “Stress,” take notes on some of the main points:

1. Stress is a feeling that’s ____________________________

2. Events that provoke stress are called ____________________________

3. The body responds to stressors by activating the ____________________________ and ____________________________

4. The body’s natural reaction to stress is known as the ____________________________

5. Short-term stress can help you ____________________________

6. Long-term stressful situations can produce ____________________________

7. Pressures that are too intense or last too long, or troubles that are dealt with alone, can cause people to feel ____________________________

8. Signs of stress overload include: ____________________________

9. Stress management skills work best when they’re used ____________________________

10. Techniques that help keep stress under control include: ____________________________

11. Behaviors and attitudes that can help people stay cool under stress include: ____________________________

Part 2: Listen to your classmates share additional stress-beating strategies and write down three more techniques that might help you manage and minimize stress:

1. ____________________________

2. ____________________________

3. ____________________________
Stress SOS!

Part A: Imagine if you had a big game after school, then you had to study for a history test, write a poem that’s due in English, and go to choir practice that night. Or maybe that favorite shirt you wanted to wear for the school picture wasn’t clean, and you were late to school because you had to wash it. Think about a stressful experience you’ve had that’s related to school. Describe that stressful situation below and include how the situation made you feel. Don’t write your name on the paper. Then give this handout to your teacher.

I felt school-related stress when:

Part B: Read your classmate’s stressful situation above, then write one or two stressbuster techniques that could have helped ease the stress in that situation:

1. 

2.
Quiz

Fill in the blank:

1. Stress is the body's way of ________________________________

2. When a person experiences too many pressures over a long period of time, it can cause ________________________________

3. Events that cause stress are called ________________________________

Cross out the one item that doesn't belong in each list:

4. Stressors for teens include: having too many things to do in one day, getting ready for tests or school projects, trying out for a sports team, watching a funny movie

5. Signs of stress overload include: anxiety, stomach aches, problems sleeping, excessive laughing, moodiness

6. Good stress situations include: getting ready for the prom, sitting down to take a final exam, dealing with family problems, coming up to bat in baseball

Make a plan:

7. Using techniques I learned from the TeensHealth.org articles and from my classmates, here are two strategies I'll use to minimize stress the next time I'm feeling stressed-out:

Underline true or false:

8. True or false: The human body responds to stressors by activating the nervous system and specific hormones.

9. True or false: The hormones adrenaline and cortisol speed up heart rate, breathing rate, blood pressure, and metabolism.

10. True or false: The stress response is also called the punch or run response.
Quiz Answer Key

Fill in the blank:

1. Stress is the body's way of **rising to a challenge and preparing to meet a tough situation with focus, strength, stamina, and heightened alertness.**

2. When a person experiences too many pressures over a long period of time, it can cause **stress overload.**

3. Events that cause stress are called **stressors.**

Cross out the one item that doesn’t belong in each list:

4. Stressors for teens include: having too many things to do in one day, getting ready for tests or school projects, trying out for a sports team, **watching a funny movie.**

5. Signs of stress overload include: anxiety, stomach aches, problems sleeping, excessive laughing, moodiness

6. Good stress situations include: getting ready for the prom, sitting down to take a final exam, dealing with family problems, coming up to bat in baseball

Make a plan:

7. Using techniques I learned from the TeensHealth.org articles and from my classmates, here are two strategies I'll use to minimize stress the next time I'm feeling stressed-out: Any two of these: deep breathing, muscle relaxation, visualization, mindfulness, relaxing activities cited by students in class, limit overscheduling, get a good night's sleep, treat my body well, lower expectations, increase physical activity

Underline true or false:

8. True or false: The human body responds to stressors by activating the nervous system and specific hormones.

9. True or false: The hormones adrenaline and cortisol speed up heart rate, breathing rate, blood pressure, and metabolism.

10. True or false: The stress response is also called the punch or run response.
Appendix EEE:
Tapped Out Teens: 4 Stress Relief Strategies that Work Article
The new school year is underway, and it's important to make sure your teen is handling stress in a healthy way. An American Psychological Association stress survey, published earlier this year, focused specifically on the stress levels of teens. The survey shows that teens report experiences with stress that follow similar patterns as adults; in fact, during the school year, teen stress is at its highest with teens reporting stress levels higher than reported by adults.

What's more troubling is that the survey reveals that teens underestimate the potential impact stress has on their physical and mental well-being. I started to get panic attacks around the age of 15, largely due to the overwhelming amount of schoolwork, advance placement classes, sports, and volunteer activities I was juggling. I have been figuring out how to deal with chronic stress ever since.

With stiff competition to get into college, friendships to balance, and home/family issues, many teens take on a lot of pressure without thinking about the short-term and long-term consequences. According to a recent back-to-school survey conducted by American Express Spending and Saving Tracker, parents anticipate their kids having an average of six big school projects (per child) this year.

With that, here are four stress management strategies that will help both teens and their parents build stress resilience.

Train Your Brain Part 1 (Stop Catastrophizing). This style of thinking happens when your brain spins a worst-case story from an event and your body reacts by thinking it's really happening. This produces high levels of anxiety and you stop taking purposeful action. It interferes with your resilience because you aren't thinking flexibly and accurately, nor are you performing at your best.

You are more likely to catastrophize when you're stressed out or tired, doing something for the first time (e.g., taking a test in a new class), doing something over you did poorly the first time (e.g., rewriting a paper), or the situation is vague (e.g., you get a text from your parents saying, "Call me now.") Fortunately, there is an easy five-step process to stop the runaway train in your head:

a. Describe the stress-producing event factually (who, what, when, where).

b. Write down all of the worst-case scenario thoughts in your head.
a. Describe the stress-producing event factually (who, what, when, where).

b. Write down all of the worst-case scenario thoughts in your head.

c. Create a best-case scenario (which you'll have to completely make up so you can create a surge of positive emotion to lower your anxiety).

d. Analyze the most likely scenario.

e. Develop a plan to address the most likely scenario. (1)

Train Your Brain: Part 2 (Meditation and Focused Breathing). I have tried and tried to develop a meditation practice over the years, in part, because it has so many health benefits. I end up being more frustrated than anything because I can't seem to "clear my mind." I was shocked to learn that "neuroscientists have discovered that when you ask the brain to meditate, it gets better at not just meditating, but at a wide range of self-control skills, including attention, focus, stress management, impulse control, and self-awareness." (2) In fact, only three hours of meditation led to improved attention and self-control (3)

Not ready to try meditation? Try to practice slowing your breathing down to four to six breaths per minute. Regular practice of this technique has been shown to build both your stress resilience and your willpower reserve. (4)

Follow the Nun's & Capitalize on Positive Emotions. Human beings are hard-wired to seek out, notice, and remember the negative events and experiences that happen during the day. This is called the "negativity bias." Positive emotions, gratitude in particular, help to counteract the negativity bias. Regularly writing down the good stuff that happens during the day has been shown to increase your well-being and decrease depression. (5)

Early studies of humor and health showed that humor strengthened the immune system, reduced pain, and reduced stress levels. Humor helps to reduce feelings of anger, depression, and anxiety, (6) and additional research in this area shows that positive emotions predicted increases in both resilience and life satisfaction.

Oh, and a note about the nuns. Researchers examined essays written by a group of nuns when they were young. Decades later they found that the nuns who expressed more positive emotions in their earlier writings lived significantly longer — in some cases 10 years longer! (7)

Be An Assertive Communicator. Parents might not know how to talk to their kids about stress, and teens need a tool to explain how they are feeling. Being an assertive communicator means that you have a clear, confident, and controlled style of interacting. Here is a model you can follow — just remember to CARE: (8)

C: Communicate the facts. Discuss what you experience and observe about the situation, and use concrete terms to avoid exaggeration and subjective impressions.

A: Address your concerns in an objective way. Express how you feel calmly and avoid placing blame on the other person.

R: Reach out and ask the other person for their perspective. What behavior are you willing to change to make the agreement? What behaviors do you want to see stopped or implemented?

E: Evaluate outcomes. Suggest acceptable alternatives, negotiate, and summarize potential courses of action. In addition, set specific goals and follow up on the outcomes you set.
Most importantly, do your homework before you even have a conversation. Parents, are you jumping to conclusions about what your teen is doing or not doing? Do you have a core value or deeply held belief that is getting in your way? For example, if you believe, "Teens should have a strong work ethic," that might be an important belief to identify before you talk to your teen about stress and pressure. Do you even have a clear understanding of what the issue is? Sorting out your own thinking before you have a conversation is a critical component of being an assertive communicator.

The Stress in America survey referenced above shows that 31 percent of teens report feeling overwhelmed and 30 percent feel depressed or sad as a result of stress. The time to talk about stress and how to manage it is now.

Paula Davis-Laack, JD MAPP is the Founder and CEO of the Davis Laack Stress & Resilience Institute, which helps people prevent burnout and build stress resilience. Paula is the author of the e-Book, 10 Things Happy People Do Differently.

Connect with Paula by email at paula@pauladavislacck.com or on her website.

References
[9] The ideas in this paragraph were taken from a training activity adapted from material by Dr. Karen Reivich.

Follow Paula Davis-Laack on Twitter: www.twitter.com/pauladavislacck
Appendix FFF:

*Understanding Test Anxiety and What We Can Do to Help Children* Article
The blog

Understanding Test Anxiety and What We Can Do to Help Children

Rebecca Jackson
Co-Author of The Learning Habit

Test anxiety is a bigger problem than many parents and teachers realize.

A staggering 16-20% of students have high test anxiety, making it the most frequent academic impairment in our schools today. Another 18% are troubled by moderately-high test anxiety. These students actually draw a "blank" or "freeze-up" during tests. Students with high anxiety perform around 12 percentile points below their low anxiety peers; regardless of how much effort and time they put into studying.

Adults can mistakenly jump to the conclusion that the student didn't really study, didn't study efficiently (crammed), or that they were having a bad day. Kids often blame themselves, telling themselves that they just need to try harder or study longer. When students have test anxiety, they can study their heads off and it won't help—too much studying can actually hinder their...
Dr. Robert Pressman, the lead researcher for New England Pediatric Psychology, describes test anxiety as having three distinct components: physiological, behavioral, and psychological.

- **Physiological**: light-headed, faint, nauseous, rapid heartbeat, knot in stomach, headache, tension, sweating.
- **Behavioral**: “going blank” or having disorganized thoughts.
- **Psychological**: feeling extremely nervous, restlessness, or insecure.

The solution lies in taking control of the test, not letting the test control them.

“I always encourage my patients to talk with their teacher in advance of the test and find out the exact format. Knowledge is power, and these students need to feel empowered.” Stephanie Donaldson-Pressman told me. She is my co-author on The Learning Habit: A Groundbreaking Approach to Homework and Parenting That Helps Our Children Succeed in School and Life.

Donaldson-Pressman, LICSW, works with both athletes and students who suffer from test and performance anxiety. She still frequently works with students as they prepare to take the SAT, but admits a disturbing new trend; her clients are getting younger and younger each year. She now regularly treats children as young as 5 years old who are struggling with anxiety in the classroom.

Her approach begins with teaching children relaxation exercises: Deep breathing, a cue, and a positive message. In a testing situation, the setup is the most important part. When students are handed the test, the strategy is to first turn the paper(s) over to the blank side, do the cuing action (usually touching the temple), take the deep breaths, and silently say a rehearsed message.

Here’s the one I use with my kids: “I know this. I am the boss of this test. I can do this.” Only then should they turn the test over and begin.

As with other testing strategies, Donaldson-Pressman also teaches children to answer all the questions they know first — rather than wasting time on questions they don’t know and letting anxiety build.

In her optimistic voice, Donaldson-Pressman coaches children through her proven methods. “First rule of thumb is show me what you DO know!” Her patients are then reminded that when they feel anxious, turn the paper over and repeat the relaxation exercise. It literally takes seconds, but makes all the difference.

Sometimes children are afraid to do this because “it will waste time” on a timed exam. Have them practice it at home; when they doing homework assignments are preparing for the test.
Donaldson-Pressman has seen how fast and effective the technique can be with test anxiety. "They will be shocked to discover that the whole process—turning the paper over, cuing, two or three deep breaths, saying the message internally, and turning the paper back over—takes less than 15 seconds!"

This works great with paper and pencil tests, but what about online testing?

The principle is the same; the challenge is greater. Children go through the same cuing, breathing, and empowering self-statement ritual. Often, they are able to employ it when they have gotten an answer wrong or between test sections. If there is no break at all and kids have just two or three minutes to answer each question, they can still use the technique.

When they start to feel anxious or overwhelmed, they give themselves permission to close their eyes and take 10 to 15 seconds to do the relaxation exercise before reading the next statement, question, or problem.

They will be better able to use the remaining time than if they had tried to come up with an answer when their brain was unable to fully focus.

TIPS: Preparing for a Test
- Use visual aids to study
- If you are an auditory learner, read passages out loud while studying
- Get the exact format of the test in advance from your teacher. Practice answering questions in that format
- Practice relaxation techniques and use them during the test
- Begin studying at least one week prior
- Exercise the day before
- Arrive on time or early


References:

George Washington University, University Counselling Center. Test Anxiety. http://gwired.gwu.edu/counsel/index.gw/Site_ID/5176/Page_ID/14095/

Follow Rebecca Jackson on Twitter: www.twitter.com/Goodoarentinc

Understanding Test Anxiety and What We Can Do to Help Children

http://www.huffingtonpost.com/rebecca-jackson/understanding-test-anxiety-b_6830264.html
Appendix GGG:
Implementation Log #4
Implementation Log #4

Upon the completion of the SMSP day 10, the following implementation log needs to be completed.

Explain what test anxiety strategy or activity you implemented in your classroom and how the implementation process went. Discuss the implementation process by explaining what was implemented, how your students responded to the implementation, what were the implementation successes, what problems were encountered during implementation, and if you were to implement this same strategy or activity again, what would you do the same and what would you do differently. Lastly, explain how you plan to continue to focus on easing student test anxiety in the future.

* Required

Name: *
Your answer

Class in which implementation took place: *
Your answer

What strategy or activity did you implement? *
Your answer

How did your students respond to what was implemented? Explain in detail. What evidence do you have to support your observations? *
Your answer

What were the identifiable implementation successes? What evidence do you have of these successes? *
Your answer

What problems / issues were identified during the implementation process? Explain how you believe these issues can be eliminated in the future. *
Your answer

If you were to implement this strategy into your classroom again, what would you do differently to further excel its successes? *
Your answer

How do you plan to eliminate or lessen student test anxiety in the future? Explain in detail. *
Your answer

Submit
Appendix HHH: Assessing Students in the Same Way They Learn PowerPoint
Appendix III:
3 Minute Paper Submission Google Form #9
3 Minute Paper #9

To conclude our work of Day 10 of SMPDP, write steadily for three minutes about what you have learned, what connections you have made with prior knowledge, how you plan to use the information in your classroom, and/or any questions you still have concerning student test anxiety and assessing students in the same way they learn, for growth over time, not academic year. Empty out your thoughts below.

* Required

Name *
Your answer

SMPDP Topic You Will Cover: *
Your answer

Your Thoughts: *
Your answer

Submit
Appendix JJJ:
Agenda for Day 11—Phase 3—Session 14
Day 11: Phase 3—Session 14

7 ½ needed for planned agenda

**All staff will need to bring their laptops to this session. They will be used throughout all portions of the Professional Development.**

<table>
<thead>
<tr>
<th>Time Needed</th>
<th>Item</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>Agenda</td>
<td>*Agenda for Day 4—Phase 1—Session 5</td>
</tr>
<tr>
<td>1 hr. 15 min.</td>
<td>Vertical Team Meeting</td>
<td>*Group Reflection Log handout</td>
</tr>
<tr>
<td>1 hr. 15 min.</td>
<td>Departmental Team Meeting</td>
<td>*Group Reflection Log handout</td>
</tr>
<tr>
<td>3 hours</td>
<td>Finalize Individual Action Plans &amp; Coach</td>
<td>*Individual Action Plans</td>
</tr>
<tr>
<td></td>
<td>Meetings</td>
<td>*Evaluating Results of PD</td>
</tr>
<tr>
<td>1 hour</td>
<td>Lunch Break (in middle of previous session)</td>
<td></td>
</tr>
<tr>
<td>1 hour</td>
<td>Group Discussion &amp; SMPDP assessment</td>
<td>*Green and Red Flags of Implementation</td>
</tr>
</tbody>
</table>
Appendix KKK:
Agenda for Day 12—Conclusion—Session 15
**AGENDA**

Day 12: Conclusion—Session 15

7 ½ needed for planned agenda

**All staff will need to bring their laptops to this session. They will be used throughout all portions of the Professional Development.**

---

**Student Motivation Professional Development Plan**

<table>
<thead>
<tr>
<th>Time Needed</th>
<th>Item</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>Agenda</td>
<td>*Agenda for Day 12—Conclusion—Session 15</td>
</tr>
<tr>
<td>45 min.</td>
<td>Individual Assessment of SMPDP Processes</td>
<td>*Creating a Culture of Change Handout</td>
</tr>
<tr>
<td>1 hour</td>
<td>Departmental Team Meeting</td>
<td>*Assessing the Quality of Professional Development Handout</td>
</tr>
<tr>
<td>1 hr. 30 min.</td>
<td>Middle School &amp; High School Team Meeting—Sharing CLASS implementation experiences</td>
<td>*Charting Our Progress Handout</td>
</tr>
<tr>
<td>1 hour</td>
<td>Lunch Break</td>
<td>*Completed CLASS Observation Forms</td>
</tr>
<tr>
<td>25 min.</td>
<td>20 Minute Paper</td>
<td>*20 Minute Paper Submission Google Form</td>
</tr>
<tr>
<td>1 hr. 45 min.</td>
<td>Entire Staff SMPDP Final Analysis and Closing Thoughts</td>
<td>*Sharing Our Success and Solving our Problems Handout</td>
</tr>
</tbody>
</table>
Appendix LLL:
Creating a Culture for Change Handout
Creating a Culture for Change

The ultimate goal of any professional development program is to implement changes that result in increased student learning. If participants are not ready for change, or if an organizational structure is not in place to support the change, the likelihood of successfully implementing real and lasting change is diminished. Spend some time at the beginning of the planning phase evaluating your school's culture for change. If important components are weak or missing, you will need to develop strategies for improving the change culture prior to implementing the professional development program.

### Readiness for Change

<table>
<thead>
<tr>
<th>Component</th>
<th>Missing</th>
<th>Minimal</th>
<th>Adequate</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff regularly share ideas, plan together, and solve problems in a collaborative way.</td>
<td></td>
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<tr>
<td>Staff feel comfortable trying new ideas and strategies and are encouraged to do so.</td>
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<tr>
<td>School staff feel trusted and valued by the administrators, parents, and community.</td>
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<tr>
<td>School administrators are supportive of professional development.</td>
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<tr>
<td>Staff are willing to acknowledge that change is necessary and are able to objectively review data that point to the need for change.</td>
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<tr>
<td>Staff feel that their input is important in the design and delivery of professional development.</td>
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<tr>
<td>Honest, open communication between staff members and administration is the norm.</td>
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<tr>
<td>Staff members care about one another and are willing to help one another be successful.</td>
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<tr>
<td>Staff members recognize the need for change and are willing to commit the time and energy needed to make change happen.</td>
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<tr>
<td>Professional research is valued, and staff members take personal responsibility to keep up-to-date on current educational research.</td>
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</tbody>
</table>

*continued*
### Planning for Change

<table>
<thead>
<tr>
<th>Component</th>
<th>Missing</th>
<th>Minimal</th>
<th>Adequate</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leadership team understands what constitutes high-quality professional development.</td>
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<tr>
<td>A structure is in place for leading the school and district in professional development efforts.</td>
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<tr>
<td>Responsibilities for professional development activities are clearly defined.</td>
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<tr>
<td>Representatives from all stakeholder groups are involved in designing professional development.</td>
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<tr>
<td>Budgets and resources are sufficiently allocated for professional development.</td>
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<tr>
<td>Planners understand the group process and can work together effectively without personal agendas.</td>
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<tr>
<td>A comprehensive planning process is used to ensure inclusion of all aspects of the professional development program.</td>
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<tr>
<td>Former professional development activities are integrated into current programs and are addressed in planning for future programs.</td>
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<tr>
<td>Timelines for delivery and implementation are realistic.</td>
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<tr>
<td>Clear expectations for implementation are shared with and understood by all participants.</td>
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<tr>
<td>Data about student learning are carefully examined in determining the content to be delivered.</td>
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<tr>
<td>Leadership overtly expresses support of professional development.</td>
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<tr>
<td>Opportunities for structured collaboration are an integral part of the plan.</td>
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</tbody>
</table>

*continued*
The learning needs of participants are considered in designing learning opportunities.

Activities are conducted to continuously motivate participants in the learning and implementation processes.

Mechanisms and resources are available to assist participants who encounter problems in the implementation phase.

Methods to evaluate success are nonthreatening and carefully designed to provide feedback for guiding future efforts.

Staff input is gathered periodically and used to make needed changes in the design and delivery of the program.

The emphasis of evaluation is on student learning and achievement.
Appendix MMM:
Assessing the Quality of Our Professional Development Handout
Assessing the Quality of Our Professional Development Program

At various times throughout the implementation of the PD program, participants should assess its overall effectiveness and provide input on how to improve it. Complete this questionnaire as needed to align with your professional development program.

Assessing the Quality of Our Professional Development Program

Complete this questionnaire, and return it to your planners.

<table>
<thead>
<tr>
<th>Position:</th>
<th>Years of Experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Special Needs Teacher</td>
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<tr>
<td>Support Personnel</td>
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<tr>
<td>Building Administrator</td>
<td></td>
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<tr>
<td>Central Office Personnel</td>
<td></td>
</tr>
<tr>
<td>Central Office Administrator</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior Level of Knowledge About Content:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Little prior knowledge or experience</td>
<td></td>
</tr>
<tr>
<td>Some knowledge but no personal experience</td>
<td></td>
</tr>
<tr>
<td>Knowledgeable, with some implementation experience</td>
<td></td>
</tr>
<tr>
<td>High levels of knowledge and experience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Level of Participation in the PD program:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Low</td>
<td></td>
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<tr>
<td>Average</td>
<td></td>
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<tr>
<td>High</td>
<td></td>
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</tbody>
</table>

Program Content: The program helped me...

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Understand the need for proposed changes.</td>
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<tr>
<td>Connect the new learning to previous knowledge and practice.</td>
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<tr>
<td>Understand the theory underlying the initiative.</td>
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<tr>
<td>Explain the initiative to students and others.</td>
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<tr>
<td>Use the strategies and tools in the classroom.</td>
<td></td>
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<tr>
<td>Solve problems during implementation.</td>
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<tr>
<td>Reflect on my own classroom practices in relation to the new learning.</td>
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<tr>
<td>Work with others to share ideas, plan for implementation, and solve problems.</td>
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<tr>
<td>Recognize appropriate uses and applications of the new learning</td>
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</tbody>
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continued
Continued: Assessing the Quality of Our Professional Development Program

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>Presenters demonstrated a thorough knowledge of the subject.</td>
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<td>Presentations were engaging and interesting.</td>
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<tr>
<td>Participants are supported in their efforts to implement new ideas.</td>
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<tr>
<td>Opportunities to collaborate with peers are available.</td>
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<tr>
<td>Clear expectations for implementation are provided.</td>
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</tbody>
</table>
Appendix NNN:
*Charting Our Progress* Handout
Charting Our Progress

Keep track of your work and progress toward meeting your professional development goals by updating these charts frequently. You might want to enlarge the charts and post them where staff can contribute ideas and be reminded of the work to be accomplished.

**Large Group Trainings/Workshops/Presentations**

Professional Development Goal(s):

<table>
<thead>
<tr>
<th>Event</th>
<th>What did we do? (Include date, nature of work, etc.)</th>
<th>What were the results? (What decisions were made, what data were generated, and what action was taken?)</th>
<th>What documentation exists? (Logs, surveys, registrations, summaries, handouts, etc.)</th>
<th>What do we still need? What questions do we still have? (Group or individual)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

continued
<table>
<thead>
<tr>
<th>Event</th>
<th>What did we do? (include data, nature of work, etc.)</th>
<th>What were the results? (What decisions were made, what data were generated, and what actions were taken?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>What documentation exists? (logs, surveys, registrations, summaries, handouts, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What questions do we still have? (group or individual)</td>
</tr>
<tr>
<td>Event</td>
<td>Individual Efforts</td>
<td>Professional Development Goals</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>What we did</td>
<td>What documentation exists?</td>
</tr>
<tr>
<td></td>
<td>What were the results?</td>
<td>Log, reports, surveys, forms, etc.</td>
</tr>
<tr>
<td></td>
<td>What did we do?</td>
<td>What decisions were made, and what action was taken?</td>
</tr>
<tr>
<td></td>
<td>What do we still need?</td>
<td>Who, what, data, etc.</td>
</tr>
</tbody>
</table>

---

394
Appendix OOO:
20 Minute Paper Submission Google Form
20 Minute Paper

After having time to analyze and review the entire implementation of SMPOP, reflect on the following and how each was impacted by the SMPOP:

1) Your personal daily practices as a teacher. How have they improved? What still needs improvement? Explain.

2) Changes in student motivation, student mindsets, and student achievement. What improvements can you document?

3) What student motivation, student mindset, or student achievement concerns do you still have now that SMPOP is completed?

4) What further supports or materials do you still need from the Professional Development Team, literacy coaches, instructional strategists, and/or the administration to continue to implement your learning from SMPOP?

5) Any other comments, concerns, or suggestions you still have.

Name *

Your answer

Your Thoughts:*

Your answer
Appendix PPP:

*Sharing Our Success and Solving Our Problems* Handout
Sharing Our Success and Solving Our Problems

Use this log to help your group record its discussions on the implementation process.

Group: ______________________________________

Members: ______________________________________

Date: ____________ Time: ____________

What worked?

____________________

continued
### Problems to solve

<table>
<thead>
<tr>
<th>Problems to solve</th>
</tr>
</thead>
</table>

### Potential solutions

<table>
<thead>
<tr>
<th>Potential solutions</th>
</tr>
</thead>
</table>

### Next steps

<table>
<thead>
<tr>
<th>Group work to be done</th>
<th>Individual efforts to be pursued</th>
</tr>
</thead>
</table>

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Continued: Sharing Our Success and Solving Our Problems