Grand Valley State University
ScholarWorks@GVSU

Award Winners | COE Dean's Award for Outstanding Master's Project/Thesis

1-2020

A Look into Mindset, Motivation, and Self- Regulation: How to Foster Motivation and the Growth Mindset in the Classroom

Jennifer Slack
Grand Valley State University, slackje@mail.gvsu.edu

Follow this and additional works at: https://scholarworks.gvsu.edu/coeawardwinners

Part of the Educational Psychology Commons, and the Teacher Education and Professional Development Commons

ScholarWorks Citation
Slack, Jennifer, "A Look into Mindset, Motivation, and Self- Regulation: How to Foster Motivation and the Growth Mindset in the Classroom" (2020). *Award Winners*. 10.
https://scholarworks.gvsu.edu/coeawardwinners/10

This Project - Open is brought to you for free and open access by the COE Dean's Award for Outstanding Master's Project/Thesis at ScholarWorks@GVSU. It has been accepted for inclusion in Award Winners by an authorized administrator of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

A Look into Mindset, Motivation, and Self-Regulation: How to Foster Motivation and the Growth Mindset in the Classroom

by

Jennifer Slack

April 2019

Master's Project
Submitted to the College of Education
At Grand Valley State University
In partial fulfillment of the
Degree of Master of Education

Acknowledgements

The completion of my thesis wouldn't have happened without the love and support of my husband, my advisor, my teammates, or my students. I appreciate every moment you each took to listen to me share my passion and to provide me with your own "stars and wishes." Scott, I am especially thankful for the hours you spent with me and for listening to nearly every sentence in this thesis read aloud over the last four months. Thank you for being my twin soul, my Serenity, my pigeon in the park.

Abstract

People are naturally curious beings, and the desire to learn is a natural and innate part of human nature. So why is it that by the time students reach their secondary education, their motivation is at an all time low? As students' motivation is directly linked to their success and well-being, this problem is troubling. Many researchers have sought to find the cause of this shift, and what they have found is that although there cannot merely be a single determining factor to account for this shift, the vast majority of our schools and classrooms are promoting strategies, systems, and climates that undermine the natural desire to learn.

To foster motivation and a growth mindset, teachers and administration alike must reevaluate the ways they attempt to control student behavior to allow students to feel autonomous, competent, and connected to others. However, current research is disconnected from the every day classroom; the practical means for teaching staff to adopt these philosophies is unmistakably absent. Therefore, this project proposes authentic structures, strategies, and lessons that provide teachers with the frameworks needed to promote these ideals within their schools and classrooms, thereby increasing student motivation and success.

Table of Contents

Acknowledgements……………………………………………………………… i

Abstract………………………………………………………………………..…. ii

Table of Contents………………………………………………………………… iii

Chapter One: Introduction

Problem Statement……………………….……………………………… 2

Importance and Rationale of Project……………………………………..….. 3

Background……………………………………………………………… 7

Behaviorist Theories of Motivation………………………………… 7

Humanist Theories of Motivation………………………………….. 11

American Education Laws and Practices……………………………15

Statement of Purpose..……………………………………………………19

Objectives of the Project…………………………………………………… 20

Definition of Terms………………………………………………………… 20

Scope of Project…………………………….…………………………..… 25

Chapter Two: Literature Review

Introduction……………………………………………………………. 29

Theory/Rationale………………………………………………………… 30

Self-Determination Theory…………………………………………. 30

Mindset Theory……………………………………………………... 43

Research/Evaluation…………………………………………………….... 45

Social Context Requirements………………………………………. 46

Benefits of the Self-Determination Theory and the Growth Mindset……………………………………………………. 55
Research-based Suggestions for the Classroom…………………... 57
Summary……………………………………………………………….. 66
Conclusion…………………………………………………………….... 70
Chapter Three: Project Description
Introduction…………………………………………………………….. 73
Project Components……………………………………………………. 75
Background Information……………………………………….. 76
Grading System………………………………………………..... 78
Language Arts Framework and Lessons……………………….. 82
Project Evaluation……………………………………………………… 94
Plans for Implementation………………………………………………. 96
Project Conclusion…………………………………………………….... 98
References……………………………………………………………….…... 100
Appendices
Appendix A: A Taxonomy of Human Motivation………………………. 110
Appendix B: The Psychology behind Learning: A Motivation and Mindset Infographic……………………………………………………. 112
Appendix C: Autonomy Support in the Classroom Infographic………... 116
Appendix D: Grading System Explanation: A Handout to Parents…….... 119
Appendix E: Printable Steps for Retakes (Student Version)…………….. 122

Appendix F: Detailed Steps for Retakes (Teacher Version)…………….. 124

Appendix G: Example ELA Informational Essay Unit………………….. 127

Appendix H: Teacher Instructions for Checking in Student Required Practice……………………………………………………….... 157

Appendix I: Printable Required Practice Check-in Chart………………... 159

Appendix J: Printable Student Conference Notes………………………... 161

Appendix K: Suggestions for Online Grading and Record Keeping…….. 163

Appendix L: Practical Suggestions for the Classroom: Easy Steps to Promote Self-Determination and the Growth Mindset…………………….. 166

Appendix M: How to Provide Choice and Autonomy within an ELA Classroom………………………………………………………… 171

Appendix N: How to Provide Choice and Autonomy within a Classroom Structure………………………………………………………. 173

Appendix O: A Guide to Teacher Directives and Feedback…………….. 175

Appendix P: A Guide to Teacher Praise………………………………… 177

Appendix Q: ELA Essential Questions Handout/Poster………………… 179

Appendix R: Discussion Starters for Essential Question Lessons………. 181

Appendix S: Daily ELA Classroom Schedule and Structure……………. 183

Appendix T: Stars and Wishes Explanation and Student Handout……… 186

Appendix U: Printable Stars and Wishes for Classroom Use…………… 188

Appendix V: Example Grammar Lessons……………………………….. 190

Appendix W: The Write Structure Resources…………………………… 194

Appendix X: Project Resources Link……………………………………….. 204

Appendix Y: Pre- and Post-Student Survey and Interpretation Guide…… 206

Appendix Z: Growth Mindset Student Survey and Interpretation

Guide…………………………………………………………………… 213

Appendix AA: Student Course Evaluation……………………………….. 217

Appendix BB: Permissions Approvals……………………………………. 221

Chapter One: Introduction

Problem Statement

Children enter this world with an insatiable curiosity. They explore and question, they seek newness and are eager to learn without any extrinsic encouragement. Clearly, there is something in them that wants to understand the world around them and how it works. The desire to learn itself is natural and comes from within (Deci & Ryan, 1985). When they first get to school, children are endlessly enthralled by the world, but as they grow older, their natural well of motivation to learn begins to dry up (Corpus, McClintic-Gilbert, & Hayenga, 2009; Deci, 1995; Ryan & Deci, 2011) The magic and delight surrounding learning has dissipated; their interest in schoolwork has ebbed. They complain about homework and count the minutes until class is over. It is not uncommon for the allure of learning "for fun" to be absent by graduation. Why is this loss of motivation so prevalent in our schools when it is clear that humans possess the natural desire to learn and grow?

Customarily, secondary students seem to show so little of the natural curiosity and excitement about learning that characterized their childhood (Corpus, McClintic-Gilbert, & Hayenga, 2009; Ryan & Deci, 2000a). As this problem is troubling, many researchers have sought to find the cause of this change. What they have found is that although there cannot merely be a single determining factor to account for this shift, the vast majority of our schools and classrooms are promoting strategies, systems, and climates that undermine the natural desire to learn (Corpus, McClintic-Gilbert, & Hayenga, 2009; Deci, Vallerand, Pelletier, & Ryan, 1991; Minarechova, 2012; Ryan

& Weinstein, 2009; Stone, Deci, & Ryan, 2009). As a result, researchers have studied various educational environments and suggested which are conducive to increasing motivation and growth (Ryan & Deci, 2000a). They have concluded that providing support for basic psychological needs and a growth mindset will help students feel motivated and in control of their own learning (Ryan & Deci, 2000a; Dweck, 2016; Dweck & Leggett, 1988).

Despite this readily available research, many of these characteristics are absent from the average American classroom. This could be attributed to a myriad of reasons, such as pressures on students and teachers alike to perform on standardized tests or evaluations, the fear of taking risks and challenging long-held beliefs about what education should look like, the lack of understanding of this topic, or the shortage of practical applications for the average classroom teacher (Corpus, McClintic-Gilbert, & Hayenga, 2009; Pelletier, Seguin-Levesque, & Legault, 2002; Ryan & Deci, 2000b; Stone, Deci, & Ryan, 2009). Despite these fears, we would be hard-pressed to find an educator, administrator, or parent who does not wish for their children to display self-reliance, responsibility, or a genuine enthusiasm for learning. Thus, our current educational system and the classrooms within it are misaligned with our aspirations for future generations.

Importance and Rationale

Motivation is a fundamental prerequisite to success (Ryan & Deci, 2000a). If our desire in school, work, or life is to flourish and thrive, our first step must be to motivate ourselves to undertake a task and then to develop a path to sustained

productivity. Richard Ryan and Edward Deci (2000a) assert that “[p]erhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, the inherent tendency to seek out novelty and challenge, to extend and exercise one’s capacities, to explore, and to learn” (p. 70). Ryan and Deci, among other researchers, have studied human motivation over the last four decades, and their findings confirm that individual growth and success is directly linked to motivation (Cortright et. al., 2015; Deci, Ryan, & Guay, 2013; Deci et. al., 1991; Froiland & Worrell, 2016; Haimovitz, Wormington, & Corpus, 2011, Liu & Hou, 2018). Their research, known as the Self-Determination Theory (SDT), identifies and suggests that the conditions that facilitate or undermine the human potential are directly associated with an individual’s social context and relationships (Deci & Ryan, 1985, 2012). As schools act as a primary social context for the average child, this implies that it is within the power of the classroom teacher to influence his or her students’ mindset, motivation, and potential (Deci et. al., 1991).

In other words, this research suggests that human qualities or traits can be cultivated. This idea, that knowledge can be gained through effort and persistence, is known as the growth mindset (Dweck, 2016). People who believe that knowledge is something you can grow, either on your own or in an educational setting, have been found to report higher levels of motivation and success across race, gender, and culture (Cordova & Lepper, 1996; Cortright et. al., 2015; Deci & Ryan, 2012; Dweck, 2016; Dweck & Leggett, 1988; Froiland & Worrell, 2016; Haimovitz, Wormington, & Corpus, 2011). Therefore, mindset and motivation exist in a reciprocal relationship

to one another. If we want our students to be motivated to learn, they must first be of the mind that learning and growth is within their power (Deci & Ryan, 2012; Dweck, 2016).

Motivation and mindset are not just factors that impact our academic life, these are factors that impact every aspect of our lives from relationships to coping strategies to decision making (Deci, Ryan, & Guay, 2013; Dweck, 2016). For people with the growth mindset, life is all about becoming smarter, better, more capable, and more resilient over time (Dweck, 2016). On the other hand, people with fixed mindsets, or the belief that intelligence is static and cannot be increased, care more about short-term goals, proving themselves, and avoiding failure than they do about making long lasting changes for themselves as a person (Dweck, 2016; Haimovitz, Wormington, & Corpus, 2011). Every area of human potential, whether it be school, work, sports, or the arts, can be dramatically influenced by how we think about our talents and abilities and how motivated we are to follow through (Deci & Ryan, 2012; Dweck, 2016).

Subsequently, both motivation and the growth mindset have been linked with many positive outcomes in an educational setting. Individuals who possess one or both of these ideologies are more likely to take risks, find creative solutions to problems, challenge themselves, and persist in the face of failure (Dweck, 2016; Froiland & Worrell, 2016; Liu & Hou, 2018). These individuals are more likely to feel engaged with the class, which is directly associated with academic success (Bolkan, 2015; Deci et. al., 1991; Froiland & Worrell, 2016; Liu & Hou, 2018).

Students who are motivated to learn also retain more knowledge than those who only study “for the test,” and they are more likely to be self-starters (Bolkan, 2015; Dweck, 2016; Froiland & Worrell, 2016; Liu & Hou, 2018). Students with the growth mindset also report more positive and satisfied feelings toward their schoolwork and relationships than students with a fixed mindset (Dweck, 2016).

On the other hand, the fixed mindset and low levels of intrinsic motivation are associated with poor effort, feelings of discouragement, and rejecting opportunities to learn for fear of exposing a deficiency (Cordova & Lepper, 1996; Cortright et. al., 2015; Dweck, 2016; Dweck & Leggett, 1988; Haimovitz, Wormington, & Corpus, 2011). Students who are pushed by external motivations are more likely to quit or give up in the face of a challenge, complain, or blame an external factor for their inability to do something (Deci et. al., 1991; Dweck, 2016; Dweck & Leggett, 1988; Ryan & Deci, 2000a; Ryan & Grolnick, 1986; Stone, Deci, & Ryan, 2009). It has even been proven that high school drop out rates as well as job and life satisfaction are directly associated with the quantity and type of motivation a person has (Deci, Ryan, & Guay, 2013; Dweck, 2016; Jacob, 2001; Vallerand, Fortier, & Guay, 1997).

Therefore, research suggests that our frame of mind and our levels of motivation are crucial to our success, and as a result, the inability to cultivate these characteristics would be detrimental to our well-being (Cortright et. al., 2015; Deci & Ryan, 2012; Deci et. al., 1991; Grolnick & Ryan, 1987; Haimovitz, Wormington, & Corpus, 2011; Liu & Hou, 2018; Ryan & Deci, 2000a; Ryan & Deci, 2011; Stone, Deci, & Ryan, 2009). Teachers, being in the middle of our society’s growth and

development, have so much potential to influence the way that students feel about themselves and their abilities (Dweck, 2016; Pelletier, Seguin-Levesque, & Legault, 2002). If motivation and mindset are this integral to our success as people, then it would be valuable to society as a whole if this became common knowledge. We, as teachers, are in a good position to incorporate and impart this knowledge to our youth.

Ultimately, mindsets are just beliefs and can therefore be changed (Dweck, 2016), and motivation is something we can foster (Deci et. al., 1991; Ryan & Deci, 2011). The two factors that predict so much of our success and happiness in life and school are elements that we can develop and cultivate (Dweck, 2016; Ryan & Deci, 2011). It is time to share this knowledge and change our mindset as a society, and the people who are in a strong position to do so are our teachers.

Background

Behaviorist Theories of Motivation

Researchers have been searching for a means to explain human behavior for a host of generations. The reason to act, or motivation, can almost always be found at the center of this inquiry. Over the years, there have been many proposed theories of motivation, but despite which theory is referenced, it is clear that motivation can be fostered or undermined by a variety of influences, such as activation, control, or environment (Clark, 2004; Deci & Ryan, 1985; Dweck & Leggett, 1988; Dweck, 2016; Staddon & Cerutti, 2003). What marks the difference between these theories lies within the identification of what it is that promotes or weakens one's motivation.

In the early 20th century, psychologists applied a behaviorist approach to motivation, or the view that motivation is based upon a "stimulus-response" (Clark, 2004; McLeod, 2018). This belief suggests that people are only moved to act by some form of an external pressure, whether positive or negative, and suggests that the learner is relatively passive in the acquisition of knowledge (Clark, 2004; McLeod, 2018). This means that a student could be moved to study for a test merely because their teacher stressed its' importance (positive) or because a teacher threatened them with a failing grade if they didn't study (negative), but not because a student found that test to be valuable. The original founders of this brand of motivational theory were the psychologists Ivan Pavlov and B. F. Skinner. Pavlov coined the term "classical conditioning" in 1897, which can be defined as an associative learning process that occurs when two stimuli are linked together to produce a new learned response (Clark, 2004; McLeod, 2018; Staddon & Cerutti, 2003). In simpler words, it translates to: "if you do this, you will get that." Skinner's theory from the 1930's, called "operant conditioning," is an extension of Pavlov's ideas, stating that behaviors can be reinforced through rewards and punishments, which are now known as extrinsic motivators (Clark, 2004; McLeod, 2018; Staddon & Cerutti, 2003).

Even though these ideas surfaced in the early 20th century, they can be seen at play in both past and current classrooms with the use of positive school climate or character programs, which offer students golden tickets or other rewards for doing "good things" ("Positive Behavioral Intervention & Supports," 2019). These programs, which are required and adopted in thousands of American schools and are

funded by the United States Department of Education, are based on the idea that if you reward students for good behavior, they will then adopt the desired behaviors as their own (Kohn, 1999; "Positive Behavioral Intervention & Supports," 2019). Although this idea might sound appealing, a meta-analysis of over 100 studies revealed that students who experienced these learning environments felt as though their good efforts were undermined once they received a reward for it and reported that they were less likely to engage in that behavior next time, especially if the reward was removed (Deci, Koestner, & Ryan, 1999, 2001).

Furthermore, threats and negative reinforcement are visible in schools, particularly surrounding classroom management; i.e. teachers raising their voices when students misbehave or threatening failure if students don't study. Educators may believe that these forms of punishments will either force or scare their students into compliance or to behave "properly" in the future (Deci, Koestner, & Ryan, 1999; Kohn, 1999). Usually, this style of classroom management is associated with environments that are perceived as more controlling and are likely to push students to test the limits or give up in the face of a challenge (Deci, 1994; Deci, Koestner, & Ryan, 1999; Deci & Ryan, 2012; Kohn, 1999; Ryan & Weinstein, 2009). Although threats may increase the appearance of control and compliance, it strips students of the desire to engage in the fun of learning; it only serves as a reminder that they must do the activity "or else" (Deci, 1995). Both in laboratory and real life settings, environments that are perceived as controlling have been known to undermine motivation, effort, and academic achievement as well as force its participants into the

fixed mindset (Deci, 1994; Deci, Koestner, & Ryan, 1999, 2001; Deci & Ryan, 2012; Dweck, 2016; Stone, Deci, & Ryan, 2009; Reeve, Jang, Carrell, Jeon, & Barch, 2004).

It is widely known in the field of psychology that rewards and punishments are detrimental to human growth and progress, yet our schools continue to promote and support these types of climates (Deci, 1994; Deci, Koestner, & Ryan, 2001; Deci & Ryan, 2012; Dweck, 2016; Irvin, Wilson, & Corpus, 2001; Reeve et. al., 2004). Although rewards do initially increase the likelihood of a behavior, that likelihood exists only as long as the rewards are still offered (Corpus, McClintic-Gilbert, & Hayenga, 2009; Deci, 1995). Providing rewards to students for good behavior has been proven time and again to prevent students from recognizing and internalizing those values and behaviors in the future because they maintain a focus on the outcome and any means to get there, including short cuts and cheating (Corpus, McClintic-Gilbert, & Hayenga, 2009; Deci, Koestner, & Ryan, 1999, 2001; Deci & Ryan, 2012; Kohn, 1999; Ryan & Deci, 2000b). In sum, comprehensive research consistently shows that extrinsic pressures or rewards in school are likely to cripple motivation and well-being and force students into the fixed mindset (Deci, Koestner, & Ryan, 1999; Deci & Ryan, 2012; Dweck, 2016; Dweck & Leggett, 1988). Rewards don’t motivate people; they control them (Deci, 1994; Deci, Koestner, & Ryan, 1999). If our goal as educators is for kids to adopt certain behaviors as their own, rewards are not the answer.

Humanistic Theories of Motivation

Adversely, later educational psychologists adopted a humanistic, or needs-based, theory of motivation, which is based on the idea that the motivation to act comes from the desire to fulfill one's potential (Deci et. al., 1991; McLeod, 2018). This humanistic branch of psychology was developed in response to behaviorism, firmly rejecting the idea that people are only motivated by external stimuli (McLeod, 2018). Contrarily, this approach proposed new basic assumptions about humans and motivation, which included the belief that each person is unique, has personal agency, and seeks to grow and achieve their potential, suggesting that people are active participants in their learning, not "blank slates" (McLeod, 2018). This approach, which began in the 1930's and expanded in the 1970's and 80's, viewed humans as fundamentally different than other species, thus shifting the focus of behavior onto the whole person rather than specific genes or observable behaviors (McLeod, 2018).

This new set of values for understanding human nature was led by Abraham Maslow and his Hierarchy of Needs, which is often embodied in a pyramid showcasing five successive levels, the highest of which is self-actualization, or becoming "all you can be" (McLeod, 2018; Neher, 1991). It suggests that for people to develop and reach higher levels of motivation, success, and life satisfaction, they need a series of needs met first, such as physiological and safety needs, then a sense of belonging and esteem (Neher, 1991). Applied to education, this implies that for students to learn, they must first be fed, get good sleep, and feel safe within the classroom itself. As a result, if students' physiological and safety needs are not met

first, their desire to fulfill those needs will preoccupy their brain space, preventing them from reaching the next level(s) in the hierarchy, and ultimately, obstructing their full potential (Neher, 1991).

There have been attempts by the government to assist with this issue, beginning in 1965 when Lyndon B. Johnson signed the Elementary and Secondary Act into law. Title I of this law was the first to provide federal funding to districts with a high percentage of low-income families, and today, many American students continue to benefit from these provisions (Elementary and Secondary Education Act, 1965). Despite these efforts to help all students reach the first two levels of Maslow's Hierarchy of Needs by the time they get to the classroom, there is no way to guarantee that these needs are met for every child. Unfortunately, teachers have limited power over students' physiological needs and home life, but what they can control is the school environment by fulfilling the needs for safety, love and belonging, and esteem. Research shows that when students feel safe, cared for, and important, they are more productive, successful, and happy (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2011) Although a plethora of today's teachers and administrators consider Maslow's Hierarchy to be credible, some psychologists believe it falls short of the full understanding of the human potential.

Psychologists Edward Deci and Richard Ryan advanced the humanistic approach in the 1980's with the founding of the Self-Determination Theory, or SDT (Deci & Ryan, 1985). Their theory, like Maslow's Hierarchy of Needs, believes that people have a natural propensity for growth and development and that certain needs

must be met for this to occur (Deci & Ryan, 2012). However, the humanistic theories disagree on what those needs are and how they can be met. SDT proposes three new psychological needs and asserts that one's needs do not develop sequentially or by age, but will vary over time and by environment and task (Deci & Ryan, 2012).

The Self-Determination Theory suggests that for someone to be motivated and thereby successful, they must have their three basic psychological needs met: autonomy, competence, and relatedness (Deci & Ryan, 2012). The theory holds that when students experience autonomy, they are likely to feel more in control of their learning and success; that for students to experience competence, they need to face tasks that are appropriately challenging to their individual needs; and that relatedness means feeling a sense of belonging and connection to their learning environment and the people within it (Deci & Ryan, 2012; Deci et. al., 1991). Environments that support these needs would allow for students to foster relationships and risk-taking, feel comfortable making mistakes without fear of failure, receive quality feedback, and practice the growth mindset (Deci & Ryan, 2012; Dweck, 2016; Johnston, 2004). These classrooms are challenging to build and require teachers' daily commitment, patience, effort, and flexibility (Deci, Ryan, & Guay, 2013; Johnston, 2004). Overall, research shows that students who experience environments that meet these basic needs are more productive, successful, and content (Deci et. al., 1991).

Although there is a substantial amount of research that suggests students learn best in environments based in the Self-Determination Theory, many current classrooms are not set up in a way to allow for all of the proposed needs to be met

(Deci et. al., 1991). There was a big push in the late 20th century and early 21st century to reform classroom environments to reflect these needs, but there has also been an equally strong push for academic performance via high-stakes testing (Deci et. al., 2009, Hutt & Schneider, 2018; Meyer & Turner, 2006). In our current world, the focus of education emphasizes the scholastic results of standardized testing and the closing of achievement gaps. Facing external pressures through testing, evaluations, and even threats of school closings, many classroom teachers have found themselves deviating from the research-backed humanistic approach to promote older ways of thinking that are falsely believed to create academic success (Deci et. al., 1991; Pelletier, Seguin-Levesque, & Legault, 2002; Reeve et. al., 2004; Ryan & Weinstein, 2009; Ryan & Deci, 2011). This focus on test scores places additional external pressures on our kids and instructors, both from the test itself to the change in their perceived learning environment (Pelletier, Seguin-Levesque, & Legault, 2002; Ryan & Deci, 2011). Again, studies show an inverse relationship between external motivation and academic success; the higher the perceived level of extrinsic pressure, the lower the rate of academic progress (Reeve et. al., 2004; Ryan & Weinstein, 2009). Therefore, the current response to the external pressures of standardized testing is undermining what is known to promote student motivation and, sadly, producing the opposite effect (Ryan & Deci, 2011). This concern, however, is far from new.

American Educational Laws and Practices

The launch of Sputnik in 1957 sparked a national emergency in the form of an educational arms race (Steeves, Bernhardt, Burns, & Lombard, 2009). With the fear that the Soviets were more advanced in the fields of math and science, pressure fell on American students and teachers alike to make up for what was thought to be a national shortcoming (Steeves et. al., 2009). Later on, this pressure took concrete form when the Elementary and Secondary Education Act was signed into law in 1965, which was the first educational mandate created to identify and address underdeveloped and underperforming students and schools. To qualify for these new federal funds, districts had to show they maintained high academic standards and growth (Elementary and Secondary Act, 1965). As a result, administrators and teachers felt the pressure to perform and, as a result, they adopted traditional strategies and environments that they believed would strengthen academics (Pelletier, Seguin-Levesque, & Legault, 2002; Reeve et. al., 2004). Unfortunately, this climate only furthered the fixed mindset and undermined intrinsic motivation (Deci et. al., 1991; Ryan & Deci, 2011; Ryan & Weinstein, 2009). This kind of pressure and accountability only increased with time.

In 1983, a commission lead by President Reagan published a report called "A Nation at Risk" that asserted that, without a doubt, American schools were "eroding" at a catastrophic rate. The commission provided 38 recommendations to address these concerns, including rigorous content standards, raising qualifying standardized test scores, and linking teacher salaries to performance ("A Nation At Risk," 1983). This

report created a panic and a wave of federal, state, and local educational reforms, which included the need for stronger state standards and teacher evaluations (Steeves et. al., 2009). This began the extension of the Elementary and Secondary Education Act (ESEA) into the following decades, which resulted in raising the achievement standards for underperforming students and making stipulations about teacher evaluations (Hutt & Schneider, 2018; Steeves et. al., 2009). This rise of federal policy on standards-based accountability quickly began affecting students' futures, and consequently, the livelihoods of their teachers' (Hutt & Schneider, 2018). The fear caused by "A Nation at Risk" and other such evaluations of our school systems incited the era of observable and measurable academic data, and as a result, created the false "need" for more controlled classrooms (Hutt & Schneider, 2018; Pelletier, Seguin-Levesque, & Legault, 2002).

This form of response to education laws or critiques has happened throughout every decade in recent American history. "A Nation at Risk" defined the 80's, the 90's saw The Improving America's Schools Act, which tightened academic standards, and America marked the start of the 21st century with No Child Left Behind, which created the possibility for federal punishment if schools did not meet the newly published standards or 100% proficiency for all students by 2014 (Hutt & Schneider, 2018, Steeves et. al., 2009). The most recent modification of this act came in the year 2015, known by the name of Every Student Succeeds Act, which required evidence-based procedures, interventions, and accountability for low performing students and schools via twice yearly standardized testing. Specifically in Michigan,

Public Act 173 dictates that in the 2018-2019 school year, student growth will account for 40% of every teacher's evaluation, and state standardized assessment scores should make up half of that growth. This means that how students fare on a state standardized test now dictates how effective an educator can be, which can ultimately impact teacher salaries, tenure, and longevity. Each round of reforms make a controlled classroom environment sound more and more necessary to comply with the new standards (Steeves et. al., 2009).

Although there have been, and still are, many novel schools and classroom teachers who ignore the external pressures of the federal performance reviews and focus on fostering growth and life-long learning, many more have fallen victim to pushing for strong academic achievement, and therefore, a controlled environment (Reeve et. al., 2004; Ryan & Weinstein, 2009). Research has shown that when external pressures are placed on teachers, such as curriculum changes, responsibility for student growth, or reward-based positive climate programs, teachers not only become more controlling with students, but their own motivation to teach is undermined as well (Pelletier, Seguin-Levesque, & Legault, 2002).

Consequently, it is quite reasonable to believe that this knowledge could influence the decisions teachers make in their classrooms. As already stated, the fear of external pressures or threats has been proven to change behaviors, and teachers are not immune (Pelletier, Seguin-Levesque, & Legault, 2002). Studies show that when authority figures become controlling and abusive, they put everyone into a fixed mindset (Dweck, 2016). Instead of learning or improving, everyone is worried they

are being judged. It starts with the "boss'" fear of being judged (i.e. the government's or principal's fear of being seen as a country or school with low achievement), but they end up transferring that fear to their subordinates so that they, too, are worried about being judged (Dweck, 2016). Therefore, it makes sense that many teachers today fear being judged by either their administration or, by extension, the government, and thus are going back to "safer," traditional ways of thinking (Pelletier, Seguin-Levesque, & Legault, 2002; Ryan & Deci, 2011). It's forcing us into the belief that we need to prove ourselves as teachers and professionals. Studies show that when people in the fixed mindset want to be seen by others as smart and successful, they become afraid of challenges and are less likely to take risks because every challenge has the potential to reveal their deficiencies (Deci et. al., 1991; Dweck, 2016; Dweck & Leggett, 1988) and when those deficiencies will be scrutinized and will determine your salary, many might opt out of taking those risks in the first place.

This is creating a culture of teachers who will do what it takes to succeed in the eyes of the government, and to do so, they abandon strategies that promote a culture of growth and teamwork (Pelletier, Seguin-Levesque, & Legault, 2002; Reeve et. al., 2004). The federal government's laser focus on holding teachers accountable for academic success is perpetuating the fixed mindset. This pushes educators to believe that they need to create more controlling environments, which in turn, will undermine student motivation (Pelletier, Seguin-Levesque, & Legault, 2002). Ultimately, this impacts every student's level of success and personal well-being

(Ryan & Deci, 2011). We are caught in a cycle set on repeat, and the only way to stop it is to reset.

However, it is highly unlikely that the government will ever acknowledge that their actions are strengthening the problem they are trying to erase, as studies show that people with the fixed mindset are not likely admit or correct their shortcomings (Dweck, 2016; Dweck & Leggett, 1988). It is improbable that teacher evaluations or standardized testing will be eliminated from our culture of education and will likely remain a source of disagreement (Hutt & Schneider, 2018). So, what's next? First, teachers and administrators need to recognize their own mindsets, both individually and within the school culture. Once we are aware of our mindsets and the mindsets we put our students in, then change can begin (Deci & Ryan, 2012; Dweck, 2016). When we take the time to focus more on growth and learning rather than our performance, we can create classrooms that promote a sense of ownership, commitment, and trust (Deci & Ryan, 2012; Dweck, 2016). What comes next is a plan to teach the growth mindset, and in doing so, shift the mentality of our future generations, for the power of the growth mindset is that it is based on the belief that we can change.

Statement of Purpose

The purpose of this project is to create: (1) guiding classroom philosophies and frameworks based in SDT and the growth mindset, (2) an ELA classroom framework that fits within these guiding philosophies, and (3) subsequent practical applications of these philosophies for classroom teachers.

Throughout the remainder of this project, it is my intention to present practical guiding classroom practices and a curriculum framework that supports the social contexts needed for self-determination and the growth mindset to thrive. I will outline the philosophies needed in every environment to foster motivation and internalized regulations as well as provide examples of what teachers can do incorporate these into their real classrooms. The curriculum framework will address specific ways to apply these philosophies to a middle school Language Arts classroom in regards to reading, writing, grammar, and grading.

Objectives

To achieve the creation of this project, research will be studied and summarized on self-determination, autonomy, and the growth mindset. The objectives of this project are as follows:

1. To provide educators with adoptable classroom philosophies and frameworks designed to foster the growth mindset and heighten student's levels of self-determination
2. Subsequent practical applications of the guiding philosophies, specifically to provide Language Arts teachers with ways they can put these philosophies to use within their classrooms

Definition of Terms

Amotivation: lack of motivation (Ryan & Deci, 2000b)

Autonomy: an individual's sense of control over their own behavior (Ryan & Deci, 2000a)

Autonomy-support: when one person's behavior allows for another to feel in control of their own actions; in education, an environment that allows students to feel in control of outcomes (i.e. their learning) or an environment that is perceived as supportive, not controlling (Grolnick & Ryan, 1987)

Basic Psychological Needs: the idea that humans have three psychological needs that must be met to function well in society; the basic needs are autonomy, competence, and relatedness (Ryan & Deci, 2000a)

Behavioral Regulation: the level to which an individual adopts or refuses to accept a value or behavior into the self; "how people take in social values and extrinsic contingencies and transform them into personal values and self-motivations"; also known as regulatory processes or self-regulation (Ryan & Deci, 2000a, p. 69)

Competence: an individual's knowledge and skills; the ability for one to function within their environment (Ryan & Deci, 2000a)

Controlling: instruction or directives that attempt to "incite or control learning through external pressure or incentives" (Grolnick & Ryan, 1987, p. 890)

External Locus of Control: an individual sees others in control of outcomes, i.e. teachers, administrators, or parents (Ryan & Deci, 2000a; Ryan & Grolnick, 1986)

External Regulation: a form of extrinsic motivation and behavioral regulation in which behaviors are performed to satisfy an external demand or obtain an external reward (Ryan & Deci, 2000b)

Extrinsic Motivation: doing something because of external pressure, such as a reward or a threat (Deci et. al., 1991)

Fixed Mindset: the belief that intelligence is static and cannot be increased (Dweck, 2016)

Full-functioning: the height of human growth, functioning, and well-being (Deci, Ryan, & Guay, 2013).

Growth Mindset: the belief that intelligence can be increased through effort, time, and perseverance (Dweck, 2016)

Identified Regulation: a form of extrinsic motivation and behavioral regulation in which behaviors are performed because the individual has identified with the personal importance of a behavior and therefore has accepted its regulation as his or her own (Ryan & Deci, 2000b)

Ill-being: poor mental health and functioning as a result of when an individual's basic psychological needs are thwarted; ill-being can result in psychopathy, anxiety, depression, aggression, etc. (Ryan & Deci, 2000a; Ryan & Deci, 2011)

Implicit Theories of Intelligence: individual beliefs about the nature of ability and intelligence (Dweck & Leggett, 1988)

Integrated Regulation: a form of extrinsic motivation and behavioral regulation in which behaviors are performed because the individual values the activity for some related outcome separate from the behavior; i.e. a grade or college acceptance (Ryan & Deci, 2000b)

Internal Locus of Control: an individual sees him or herself in control of outcomes (Ryan & Deci, 2000b; Ryan & Grolnick, 1986)

Internalization: adopting a behavior as one's own; a behavior is valued by the individual (Ryan & Deci, 2000b)

Intrinsic Motivation: doing something purely because it is inherently interesting or enjoyable to the individual (Ryan & Deci, 2000a)

Introjected Regulation: a form of extrinsic motivation and behavioral regulation in which behaviors are performed to satisfy individual self-esteem; i.e. to avoid feelings of guilt or anxiety or to gain pride (Ryan & Deci, 2000b)

Level of Motivation: how much motivation an individual has (Ryan & Deci, 2000b)

Locus of Control: an individual's perception of where control comes from (Ryan & Grolnick, 1986)

Mastery Goals: goals that individuals pursue in attempt to increase their competence or knowledge; also known as "learning goals" or "intrinsic life goals" (Deci, Ryan, & Guay, 2013; Dweck & Leggett, 1988)

Motivation: to be moved to do something (Ryan & Deci, 2000b)

Non-controlling: instruction does not attempt to control learning through external pressures (Grolnick & Ryan, 1987)

Orientation of Motivation: the type of motivation an individual has; i.e. intrinsic vs. extrinsic motivation (Ryan & Deci, 2000b)

Optimal Challenge: an academic challenge that is appropriate for or "matches" an individual's level of knowledge and understanding; changes per the individual (Ryan & Deci, 2000a)

Perceived Cognitive Competence: an individual's perception or belief about their own intelligence (Ryan & Grolnick, 1986)

Performance Goals: goals that individuals will pursue in an attempt to receive favorable judgments of their competence or ability; i.e. a high grade or praise from a teacher (Dweck & Leggett, 1988)

Regulatory Style: type of behavioral regulation adopted by the individual; i.e. external regulation or integrated regulation (Ryan & Deci, 2000a)

Relatedness: an individual's sense of belonging and connectedness to another individual person or group of people (Ryan & Deci, 2000a)

Self-determination: actions taken by one's own free will without external pressure (Ryan & Deci, 2000a)

Self-Determination Theory: a social psychology theory of motivation created by Deci and Ryan that suggests all humans have three universal psychological needs: autonomy, competence, and relatedness. This theory suggests that all three needs must be met for people to maintain optimal satisfaction, motivation, performance, and well-being (Ryan & Deci, 2000a)

Self-regulation: the ability to monitor one's own behaviors and make adjustments when needed (Deci et. al., 1991; Niemiec & Ryan, 2009)

Social Psychology: a branch of psychology that suggests that all people are shaped by their various social contexts and the people within them (Deci & Ryan, 2012)

Teacher Orientation: teacher style, usually described on a continuum from controlling to non-controlling (Reeve & Halusic, 2009; Ryan & Deci, 2011)

Well-being: the state of being happy, healthy, and/or productive (Ryan & Deci, 2000a); full and vital functioning; also called "wellness" (Ryan & Deci, 2011)

Scope of the Project

This project will be created for implementation with a public middle school setting in mind. Although school populations can differ dramatically depending on location and socio-economic factors, this project can be adapted for many different demographics as SDT holds that the factors that foster the self-determination and the growth mindset are applicable across race, culture, gender, and age (Stone, Deci, & Ryan, 2009).

This project will address the implementation of a growth mindset philosophy within a middle school Language Arts classroom taught by an ELA teacher. Although these philosophies may be adapted and modified to fit any subject matter, this project will not address the following: (1) self-determination philosophy outside the classroom setting (2) autonomy-support and interpersonal involvement of significant adults outside the classroom environment (3) self-determination and growth mindset within non-ELA courses or at the elementary or high school levels, although adjustments could be made to the proposed curriculum framework to make it suitable

for those classrooms. This project will also not address or create growth mindset workshops, although research suggests that practicing mindful awareness is one of the first steps towards creating a growth mindset and should be incorporated into the curriculum (Brown & Ryan, 2003; Dweck, 2016)

This project will culminate in two pieces: (1) guiding philosophies and subsequent practical classroom applications of those philosophies and (2) a curriculum framework model for a secondary ELA classroom. The philosophies and practical applications include examples of language, structure, and other daily practices that teachers can put to work in their classrooms to support the growth mindset and create a social context that fosters motivation. The curriculum framework will include the means to structure a middle school ELA classroom that supports students' basic needs and the growth mindset. It will provide resources for the classroom teacher and techniques for incorporating the growth mindset into the class structure. It will not include resources designed for other grade levels or subject areas, and it will not address other significant adults in the school setting, such as administration, special education teachers, counselors, or other support staff. However, the resources in this project could potentially be adapted for other subject matters and in a variety of settings.

The factors that may hinder or obstruct the implementation of this project include funding and time, in addition to administrator and teacher buy-in and attitudes toward the growth mindset and Self-Determination Theory. Funding would be necessary for teachers to be trained professionally on this subject matter and for

classroom supplies. Time would be needed for teachers to be trained, the curriculum framework to be adopted and adapted, and for implementation to occur. Teachers, administrators, and students must be willing to engage and participate in the curriculum design with an open mind. Administrators and educators must be willing to overhaul current classroom structures and climates and be willing to discard traditional methods of school and classroom management. Teacher buy-in and loyalty to the theory is essential; teachers must be fully invested in the idea and willing to change classroom structures on the whole and must remain faithful to the proposal for student motivation and success to increase (Assor, Kaplan, Feinberg, & Tal, 2009). It is common for many schools to adopt a new program one year and then forego its lessons the next, and it is equally common for teachers to have a stigmatized view of new professional development programs. However, autonomy-support and the curriculum framework will not be successful if those involved refuse to acknowledge their own mindsets or are not receptive to new school-wide approaches. If teachers are not given autonomy-support by their administration during the implementation process, the educators could inadvertently undermine the success of the program as need-thwarting can result in teacher apathy, dismissal, or maladaptive behaviors (Assor et. al., 2009, Deci & Ryan, 2012)

This project is unique in that most research on the Self-Determination Theory and the growth mindset do not offer many specific strategies or resources for the adoption of these philosophies into a classroom, let alone a specific core class. Past research has only suggested which social contexts and philosophies may boost

motivation and the growth mindset, but most research does not specify the techniques or methods to be used within an authentic classroom. Furthermore, the majority of literature on the growth mindset and SDT utilizes a broad scope by highlighting all social contexts and significant adults that can influence student motivation, such as family, coaches, or youth leaders. This project aims to specifically identify how the social contexts and significant adults within a middle school ELA classroom can foster motivation and the growth mindset, and therefore, does not include the influences of parents/home life, coaches/sports, friends/social life, or other congregations/youth leaders.

Chapter Two: Literature Review

Introduction

By the time most American students begin their journey into secondary education, they lack the interest and motivation in learning for fun that they had when they were younger (Corpus, McClintic-Gilbert, & Hayenga, 2009; Ryan & Deci, 2000a; Ryan & Deci, 2011). This worrisome trend is well known to those within education and has been studied by numerous psychologists over the last few decades. What those psychologists found is that, unfortunately, many of the recent U.S. educational reforms, supports, and systems are actually undermining intrinsic motivation and forcing its students into a mindset that can be detrimental to their success in academics and in life beyond (Corpus, McClintic-Gilbert, & Hayenga, 2009; Deci et. al., 1991; Minarechova, 2012; Ryan & Weinstein, 2009). A vast majority of these supports are funded by our government as a means to hold our students and teachers accountable for academic growth and progress (Ryan & Weinstein, 2009). Regrettably, this pressure on teachers is likely to alter their mindset and feelings of self-efficacy, and correspondingly, shift their classroom policies to ones that reflect a more controlling environment (Pelletier, Seguin-Levesque, & Legault, 2002). Children who experience these externally regulated classrooms have a higher risk of anxiety and depression, are likely to not internalize important values or behaviors, and are less likely to achieve high academic or personal success compared to children who experience a non-controlling school environment (Ryan & Deci, 2000b, 2011; Yu, Li, Wang, & Zhang, 2016). Therefore, the current means being

used to increase student performance are the very things that are undermining it. Our current educational system is caught in a cycle that is only perpetuating the problem that they are intending to solve (Ryan & Weinstein, 2009).

Despite readily available research on this issue, what teachers lack is a detailed plan to address this shortage of motivation and self-determination in the classroom. What educators and administrators need is a purposeful framework and practical steps for the creation of classroom structures that will support the feelings of autonomy, relatedness, competence, and safety (Deci et. al., 1991; Ryan & Weinstein, 2009). What education needs is a growth mindset.

Theory/Rationale

Self-Determination Theory

Self-determination is defined as an act of free choice without external compulsion or pressure (Merriam-Webster, 2019). This definition provides the foundation of the Self-Determination Theory, a theory of human motivation created by social psychologists Deci and Ryan (1985). This approach to human behavior applies empirical research methods to people's psychological processes, such as personality, individual tendencies, and motivation, and proposes that for people be the most productive, fully-functioning versions of themselves, certain characteristics must to be present within their social contexts (Ryan & Deci, 2011). Their research specifies the factors, behaviors, and contexts that promote or thwart people's motivation and well-being. Over the past four decades, this theory has been applied to virtually every aspect of life from parenting and education to work life and

management, and even to sport, demonstrating the apex of human potential. These findings are consistent across culture, ethnicity, socio-economic background, etc., indicating that their research can be applied universally (Deci & Ryan, 2012).

Well-being. SDT assumes that students are inherently proactive and are naturally inclined to progress or better themselves in hopes of attaining what they call "full-functioning" or "well-being," which is similar to the final "self-actualization" stage of Maslow's Hierarchy (Deci, Ryan, & Guay, 2013). Fully-functioning human beings are ones who use the full extent of their experiences, relationships, and productivity to make quality, autonomous choices and pursue intrinsic life goals (Deci, Ryan, & Guay, 2013). This desire for well-being drives all people, whether consciously or subconsciously, and is considered by the theorists to be the highest level of living (Ryan & Deci, 2000; Ryan & Deci, 2011). According to the theory, certain needs must be met in order to obtain these optimal levels of functioning and well-being, and these are needs that can be provided for in one's social contexts, which includes the school and individual classrooms (Deci, Ryan, & Guay, 2013).

Basic Psychological Needs. The needs of autonomy, competence, and relatedness are universal necessary requirements for maintaining motivation and well-being (Deci, Ryan & Guay, 2013). The theory maintains that when these needs are consistently supported and provided for, people will experience higher levels of motivation, psychological health, and life satisfaction (Deci, Ryan, & Guay, 2013). On the other hand, if these needs are constantly thwarted or repressed, people will suffer some form or level of ill-being, such as apathy, irresponsibility, aggression,

and/or deception (Deci & Ryan, 2000a; Deci, Ryan, & Guay, 2013). When students feel as though these needs are not met, they might act in certain ways to get them satisfied, such as shouting out answers to feel noticed or misbehaving to get relational attention. Therefore, students' actions can be understood by the level at which these needs are satisfied or stymied (Deci, Ryan, & Guay, 2013). Thus, the identification of these needs allows for people, including teachers, to predict the different elements that will influence people's motivation and development (Deci, 1994). In terms of education, if the goal is to motivate our students, teachers must first look to see if they are providing an environment that supports or undermines these basic needs.

Autonomy. Autonomy, the first basic need, is considered to be the perception of individual control over one's own situation and the choices within it (Deci & Ryan, 2012). When people feel as though they have a sense of control, or an internal locus of control, they are likely to show higher levels of engagement, motivation, self-esteem, effort, and perseverance (Ryan & Grolnick, 1986). People who act autonomously are able to process and regulate their own actions and are more inclined to internalize certain values and behaviors as their own, both of which are actions associated with personal advancement and sustained change (Deci & Ryan, 2012). An environment that supports autonomy would be one that provides choice and encourages different perspectives, allows for risk-taking and subsequent mistakes, and avoids controlling language or threats as a means for motivation (Deci, Ryan, & Guay, 2013).

Competence. The next need required to achieve well-being is competence, or the ability to function well within one's environment (Deci, Ryan, & Guay, 2013). Everyone, no matter where they are, seeks to feel competent at what they're doing. Adults want to feel competent at their job, students want to be competent at their homework, and people even want to feel competent right away when using a new piece of technology. No one wants to feel as though they cannot accomplish the task at hand, but on the other hand, no one wants a task that is considered beneath their intelligence level.

The need for competence is logical and leads people to naturally seek challenges that they have the confidence they can complete and will likely teach them something useful for the future (Ryan & Deci, 2000b). Too easy a challenge, the task would be boring. Too difficult the challenge, they are likely to give up. It has been found that when students are given an "optimal challenge," or a challenge that is just above their current skill level, they enjoy the task more, have more drive to complete the task to the best of their ability and put in more effort, and are more likely to find creative ways to solve problems (Bolkan, 2015; Ryan & Deci, 2000b). Optimal challenges also allow students to feel in control of their learning and growth, which as a bonus, also satisfies the need for autonomy (Ryan & Deci, 2000b).

Relatedness. The last of the three basic psychological needs is relatedness, or the feeling of connectedness to the people around you (Deci, Ryan, & Guay, 2013). People desire to be an important, integral part of something, whether it is in a family, company, or classroom, and they want to develop satisfying relationships with the

people in them (Deci, Ryan, & Guay, 2013). The need for relatedness began first with people's need to adapt and survive, and one is more likely to survive if they can depend on others (Deci, Ryan, & Guay, 2013). This implies that people will develop their talents better in a setting that promotes advancement of the individual and the group and is supportive of risk-taking as well as failures (Deci, Ryan, & Guay, 2013). Ultimately, this means that students will thrive when they feel comfortable in their environment and have quality relationships with the people in it. Studies show that when the need for relatedness is satisfied in a certain environment, people will, when in that setting, be more motivated and more likely to internalize values and behaviors as their own (Deci, Ryan, & Guay, 2013). In addition, they will feel more connected to others and therefore, more likely to share their feelings and ideas, more likely to seek help, and less likely to be diagnosed with depression or anxiety (Deci, Ryan, & Guay, 2013; Yu et. al., 2016). Overall, people attain higher levels of well-being within the environments that encourage and advance relatedness, or meaningful relationships (Deci, Ryan, & Guay, 2013).

Motivation. Motivation means to be moved to do something, but not all students are motivated by the same things nor do they possess the same levels of motivation (Ryan & Deci, 2000b). Since social psychologists believe each person is unique, this means that each student has different levels of motivation and orientation of motivation (Ryan & Deci, 2000b). The Self-Determination Theory outlines two major kinds of motivation: extrinsic motivation, meaning a student is motivated by external factors or pressures, and intrinsic motivation, meaning a task is completed

because it is inherently interesting or rewarding to the individual and requires no external motivators (Ryan & Deci, 2000b). The theory argues that students' motivation lies along a Self-Determination Continuum that ranges from amotivation to intrinsic motivation, or non-self-determined behaviors to self-determined ones, seen in "A Taxonomy of Human Motivation" in Appendix A (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2000b). The type of motivation one has can change depending on their environment, the task at hand, as well as the behavior of the people around them, which includes teachers and peers (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2000b).

Intrinsic Motivation. The theory believes that intrinsic motivation is a part of human nature and serves to satisfy the basic psychological needs explained earlier (Deci, Ryan, & Guay, 2013). Intrinsic behaviors are what the theory considers to be "self-determined behaviors," or free-choice, voluntary behaviors that are undertaken to advance or enjoy ones' self without external pressures to do so, such as reading a book simply for pleasure, not to prepare for a test (Deci, Ryan, & Guay, 2013). To many psychologists, researchers, and educators, intrinsic motivation is considered the pinnacle of human growth and potential and is connected to feelings of well-being, life satisfaction, and success (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2000a, 2011). Ultimately, intrinsic motivation is believed to be the foundation for a happy, healthy life (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2011).

Extrinsic Motivation. On the other hand, extrinsically motivated behaviors are ones that are prompted by an external force and performed to attain some kind of reward or avoid some kind of consequence (Deci, Ryan, & Guay, 2013; Deci et. al.,

1991). This does not mean that extrinsic motivation is inherently wrong or flawed (Niemiec & Ryan, 2009). We must acknowledge that not every task is going to be interesting to every student, however, there are many uninteresting exercises in school (and life) that must be completed for individual and academic progress, so finding a way to internalize and self-regulate these behaviors is essential for growth and success (Deci et. al., 1991; Niemiec & Ryan, 2009). Ryan and Deci (2000a) believe that these differences amongst people's motivations can be understood by studying people's social environments and the ways the people within them attempt to foster certain behaviors.

To further understand the differences in these behaviors, Ryan and Deci (2000b) go on to delineate the different types extrinsic motivation, which are dependent on the degree to which the behaviors are have been integrated, or regulated, into a person's identity. In other words, the differences in extrinsic motivation can be understood by whether externally regulated behaviors are self-determined or controlled. The four kinds of extrinsic motivations, listed in order from the lowest levels of internalization to the highest, are: external regulation, introjected regulation, identified regulation, and internalized regulation (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2000b). Only two of these forms allow for an extrinsically motivated behavior to become internalized (Ryan & Deci, 2000b). For a visual of this concept, please refer to the figure in Appendix A to view the taxonomy of human motivation.

External regulation. Behaviors that are externally regulated are ones that have not been internalized, so the reason for these behaviors comes from external rewards, pressures, and/or threats (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2000b). These behaviors will very likely not continue when the external pressure or reward is taken away as the person has not identified with these behaviors (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2000b). This kind of motivation is considered to be both the least self-determined behavior and the most controlled (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2000b).

In terms of an educational setting, rewarding students for good behavior or high achievement will increase the likelihood of those behaviors if, and only if, those rewards stay in place (Deci, Ryan, & Koestner, 1999, 2001). Threatening students with a punishment if a behavior is not produced will likely create animosity and a begrudging follow-through and will possibly injure any relationships built in that setting (Deci & Ryan, 2011). All in all, students subject to external contingencies are likely to not internalize the behaviors needed to attain the reward or avoid punishment (Deci, Ryan, & Guay, 2013; Deci et. al., 1991). If the desire is for students to be personally motivated and learn to adopt good behaviors as their own, external regulation is not the answer (Deci, Koestner, & Ryan, 1999, 2001).

It is important to mention again that many schools currently employ large-scale implementations of this form of regulation in the form of character development programs that reward students for behaving in certain ways as a way of satisfying federal requirements regarding tiered interventions ("Positive Behavioral Intervention

& Supports," 2019). According to SDT, these programs do not help students internalize important values or behaviors and can almost certainly guarantee that those behaviors will not take place once the rewards are taken away (Deci, Koestner, & Ryan, 1999, 2001; Kohn, 1999).

Introjected regulation. Behaviors that are introjected are ones that are only partially internalized or accepted as a part of one's self (Deci, Ryan, & Guay, 2013). These behaviors have contingent consequences, much like the externally regulated behaviors, but these pressures come from within and are tied directly to the individual's self-esteem (Deci, Ryan, & Guay, 2013; Deci et. al., 1991). Consequently, the person doling out rewards and punishments is him- or herself, and their subsequent actions are taken either in the anticipation of a self-esteem boost or to avoid feeling guilty (Deci, Ryan, & Guay, 2013). People who experience introjected regulations also experience high levels of anxiety and feelings of pressure to perform (Deci, Ryan, & Guay, 2013).

At school, it is easy to see how this would play out. Students feel the pressure to get good grades or know the right answers, so to avoid the shame of not knowing or getting a bad grade, they will do their homework, study, and raise their hands only when they know the answer is right. This pressure might come from their parents, their teachers, peers, or themselves, but the choice to act this way is entirely their own (Deci, Ryan, & Guay, 2013). These students will likely not take on a challenge for fear of exposing their "deficiencies" and are likely to only put in the minimal amount of effort needed to complete a task or project (Deci, Ryan, & Guay, 2013; Dweck,

2016). So to avoid feeling like a "bad person" or a "dumb person," students will follow through with certain behaviors that they believe will feed their view of themselves (Deci, Ryan, & Guay, 2013). Therefore, these behaviors are not true choices and are not self-determined as the behavior itself is not valued (Deci, Ryan, & Guay, 2013).

As a result, it is important for teachers to consider the way they frame assignments, grades, and learning (Dweck, 2016). If students believe that learning is about always knowing the correct answers right away without making a mistake, they are doomed to feel the pressure of being right all the time (Deci, Ryan, & Guay, 2013; Dweck, 2016). Teachers can consider the language they use surrounding learning to help students create the identity of a learner and create a culture that encourages risk-taking and mistakes for the sake of growth (Dweck, 2016; Johnston, 2004).

Identified regulation. This is the first kind of regulated behavior that is considered self-determined, albeit the lowest form (Deci, Ryan, & Guay, 2013). Identified regulatory behaviors take place when people perform extrinsically motivated behaviors with a sense of choice and willingness (Deci, Ryan, & Guay, 2013). This means that people will be more willing to follow through with behaviors because they believe those behaviors will help them succeed at something they deem important (Deci, Ryan, & Guay, 2013). These behaviors are considered more self-regulated and self-determined than the previous two regulatory styles (Deci, Ryan, & Guay, 2013). However, these behaviors are still extrinsic because the activities are

undertaken because of its practicality for improving, not because the task is inherently interesting or fun (Deci et. al., 1991). This is the first type of extrinsic motivation that results in a behavior becoming self-determined (Deci, Ryan, & Guay, 2013).

At school, teachers might see students taking on additional math or science problems or creating their own study guide because they know it will help them perform better on a test. As a grade or score is an external reward (or punishment), these behaviors are externally motivated, but they are volitional choices (Deci et. al., 1991). Teachers will only see these behaviors in students who have identified with a particular behavior and realized its importance to their improvement in that subject area (Deci, Ryan, & Guay, 2013). Again, it would be wise for teachers to consider the behaviors they promote and praise within the classroom, and whether they place extrinsic pressure on students to perform or if they push students to desire personal growth (Deci, Ryan, & Guay, 2013; Dweck, 2016).

Internalized regulation. Internalized regulation is the highest form of extrinsic motivation and is the most self-determined (Deci, Ryan, & Guay, 2013). Internalization happens when an externally motivated behavior is fully incorporated into one's sense of self (Deci, Ryan, & Guay, 2013). This means that these behaviors reflect what is valued and important to the individual and are acted upon willingly, knowing these behaviors will advance them personally or professionally (Ryan & Deci, 2000b). Although internalized regulations share some similarities with intrinsic motivation, these behaviors are still considered a form of extrinsic motivation if the reason these behaviors are performed is for some external reward (Ryan & Deci,

2000b). Students could push themselves to work hard to receive external rewards such as a grade or degree or to perform as a musician or an athlete, but it would still be considered extrinsic motivation as the reward is something external to the self (Ryan & Deci, 2000b).

Hopefully teachers see these behaviors within their classrooms, like students who identify with an academic or life goal and are actively working towards it with discipline and follow through. These students will have identified with the value of the learning activity and will willingly engage in this behavior, usually with a positive attitude and/or grit and determination (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2000b). This form of extrinsic motivation allows students to feel a sense of autonomy over their choices and, as a result, sets them up for academic and future success (Deci, Ryan, & Guay, 2013). Teachers would do well to help students reach this level of extrinsic motivation as it is the most self-determined form of externally motivated behaviors, however, research does not provide concrete, practical means for teachers to do so (Deci, Ryan, & Guay, 2013). Research on this topic reveals what these behaviors are associated with (i.e. engagement, academic success, psychological well-being, etc.), but does not specifically state what teachers can do to help their students internalize behaviors other than simply "providing for" the basic psychological needs within the classroom (Ryan & Deci, 2000b).

***Amotivation*.** The last type of motivation to be discussed is called amotivation, or the lack of motivation. Amotivated behaviors are characterized by a lack of purpose and can also be called learned helplessness (Dweck & Leggett, 1988; Ryan &

Deci, 2000b). Amotivation is likely caused by not valuing the activity at hand or not believing oneself competent enough to do it, which can occur if need satisfaction is not connected to the task or behavior (Ryan & Deci, 2000b). People who are amotivated believe they have no control over their outcomes, do not self-regulate their behaviors, and are unlikely to put forth any effort, no matter how minimal (Deci, Ryan, & Guay, 2013). Obviously, this lack of motivation in a student would be concerning, especially as amotivation is one of the highest predictors of high school drop-outs and low psychological functioning (Deci, Ryan, & Guay, 2013; Jacob, 2001; Vallerand, Fortier, & Guay, 1997).

At school, teachers have seen this behavior time and again: students who do not participate in a task, complete their homework, write an essay, or simply choose to sit like a lump during class. Although the research specifies this category of motivation and speaks on its detrimental effects, current research does not suggest specific ways to get students "out" of being amotivated, other than referring back to promoting the needs for autonomy, relatedness, and competence within the classroom (Deci, Ryan, & Guay, 2013).

Mindset Theory

The different beliefs people hold about how intelligence works has the ability to shape our thoughts about ourselves and can impact the actions we take (Dweck, 2016; Dweck & Leggett, 1988). There are consequences to the ways we think about learning and ourselves as a learner, and the study of these ways of thinking can explain many common behaviors we see in people, especially students (Dweck,

2016). Social psychologist Carole S. Dweck (2016) proposed the Mindset Theory, a branch of her previous work on Implicit Theories of Intelligence, which seeks to explain how different modes of thinking about intelligence can affect individuals (Dweck & Leggett, 1988). This theory suggests that there are two kinds of beliefs about intelligence: the growth mindset and the fixed mindset, and which view individuals adopt drastically affects the way they live their lives (Dweck, 2016). As a result, the Mindset Theory suggests that students, as well as teachers, can change their mindset through awareness, effort, and dedication (Dweck, 2016).

The Fixed Mindset. Students who believe that intelligence is a fixed entity, or is something you have or you don't, hold a fixed mindset (Dweck, 2016). These students think that individual skills or abilities are set in stone and cannot be changed (Dweck, 2016). They believe that their intelligence is determined at birth, and there is nothing they can do to increase that knowledge. Therefore, "fixed mindsetters" use this rationale to express that they shouldn't put forth effort if they aren't naturally good at an activity, for they believe that putting in more effort will not change how much intelligence they have, so there would be no use in trying anyway (Dweck, 2016). Research shows that students who have a fixed mindset are set on proving their abilities to others and will likely not accept a challenge for fear they will expose their deficiencies and therefore not be perceived as intelligent (Dweck, 2016). As these students believe that intelligence is static, their concern with how their peers regard them is monumental and will likely change their behaviors. Students with the fixed mindset act out of fear and often reject opportunities for growth because they

believe they cannot learn and subsequently view their failures as a part of their identity (Dweck, 2016). For these students, it's all about proving their intelligence over and over, not about growth (Dweck, 2016). All in all, the fixed mindset has been linked to poorer performance, less life satisfaction, and less motivation in school and in life after (Dweck, 2016).

The Growth Mindset. Students in the growth mindset believe intelligence is malleable and can be developed through time, effort, and hard work (Dweck, 2016). The growth mindset is based on the belief that people can change and grow through their experiences (Dweck, 2016). Students in this mindset are more likely to take risks, view mistakes as a part of the learning process, and to put forth effort towards a given task (Dweck, 2016). "Growth mindsetters" craft goals for themselves and keep at them, no matter the setbacks (Dweck, 2016). The belief that qualities can be cultivated ultimately changes subsequent thoughts and actions, so for these students, it's all about becoming smarter, stronger, and better (Dweck, 2016). This therefore leads to higher levels of motivation, performance, and perseverance in all settings, including school (Dweck, 2016).

Changing Mindsets. The Mindset Theory proposes that mindsets can be changed through awareness, effort, and follow through (Dweck, 2016). For students, this can be done at the individual level or with the help of significant adults (Deci, 1994; Dweck, 2016). In her research, Dweck (2016) suggests steps for how to change mindsets: (1) acknowledge that you have a fixed mindset at times (2) recognize your triggers and know what behaviors those triggers cause (3) practice remaining in a

growth mindset despite your triggers (4) keep setting growth-related goals and work towards them, no matter the setbacks or how long it takes. Overall, if teachers wish to motivate their students and see them experience academic or personal success, adopting a growth mindset classroom philosophy is critical (Dweck, 2016). The adoption of this philosophy into a classroom or school takes time, energy, and commitment on the part of both the teachers and the students and involves not only making time to teach the mindset, but time to often reflect and practice mindset exercises (Dweck, 2016).

Research/Evaluation

Humans have recognized the value of motivation for more than a century. The idea that motivation leads to success and innovation is rarely contested, but what has been controversial is the nature of that motivation. The understanding of where motivation comes from and how it can be fostered has been debated for centuries, and American public school system constantly finds itself in the center of this dispute (Steeves et. al., 2009). It should be no surprise that our nation wishes to be seen as an advanced international competitor, and when reports reveal the United States is falling behind other countries in academics, invariably, there is a frenzied movement for our schools to improve those scores, which usually involve new standards, requirements, and methods (Bracey, 2003; Steeves et. al., 2009). Unfortunately, this perception of a system-wide crisis has left countless schools in the last decades exercising counterproductive practices that undermine motivation, and by extension, growth and success (Deci & Ryan, 2012; Steeves et. al., 2009). For a large share of

American public schools, the approaches to learning and growth have not been renovated to reflect current research on motivation (Deci & Ryan, 2012; Steeves et. al., 2009). It is important to note that the goal of strong academics and international competition is not in question, but what is being reconsidered is the means to achieve this goal (Deci & Ryan, 2012; Steeves et. al., 2009).

When applied to education, the Self-Determination Theory and the Mindset Theory confirm that educators have the ability to directly impact student motivation and success (Deci, 1994; Dweck, 2016). Their studies reveal the numerous factors that promote and undermine student growth. The following presents research from these theories on how to cultivate motivation, the internalization of values, and growth into a school environment.

Social Context Requirements

Social psychology believes that people's various social environments have the ability to shape their attitudes, motivations, and values (Deci & Ryan, 2012). From kindergarten until twelfth grade, American students spend over 16,000 hours in schools ("State Education Reforms," 2018). This gives schools the power to make a tremendous impact on people's individual development and growth (Deci et. al., 1991). What students see, hear, and experience in schools has a dramatic influence over what they believe about their intelligence, skills, and ability to learn (Deci et. al., 1991; Dweck, 2016). Since schools possess this power, it is important that the environment they create reflects the values and lessons we wish to impart to our youth (Deci et. al., 1991; Dweck, 2016).

According to recent research on motivation and mindset, an ideal school system would foster the genuine love of learning and accomplishment for the sake of growth and development (Deci et. al., 1991; Deci & Ryan, 2012; Dweck, 2016). Environments that encourage creativity, effort, risk-taking, and the internalization of strong values have been proven to boost motivation, and thereby, success (Deci, Ryan, & Guay, 2013; Deci et. al., 1991). In combination, the Self-Determination Theory and the Mindset Theory propose that to increase student motivation and potential, teachers should provide autonomy-support, optimal challenges, opportunities for healthy relationships, goals centered around growth, and mindful awareness (Deci & Ryan, 2012; Deci, Ryan, & Guay, 2013; Dweck, 2016).

Autonomy. According to SDT, autonomy is at the heart of growth and development, so providing autonomy-supportive classroom environments is essential for increasing student motivation and success (Deci, Ryan, & Guay, 2013). These classrooms would be ones that offer students more opportunities for choice and decision-making, promote the sharing of alternate views and rationales for "boring tasks," and provide instruction and feedback in non-controlling ways (Deci, Eghrai, Patrick, & Leone, 1994; Deci, Ryan, & Guay, 2013). An overwhelming amount of studies show that an autonomy-supportive school environment produces a myriad of positive effects, such as high academic success, stronger relationships and feelings of connectedness, as well as high levels of concentration, determination, creativity, and motivation (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2011; Yu et. al., 2016). Conversely, children who are entrenched in a controlling school environment have

lower motivation, grades, and standardized test scores, are less likely to be creative, take risks, or take on a challenge, and are more likely to act out to feel in control (Deci, Ryan, & Guay, 2013; Dweck, 2016; Dweck & Leggett, 1988). Sadly, teenagers who experience a controlling school environment have a higher probability of being diagnosed with anxiety or depression and dropping out of school (Jacob, 2001; Vallerand, Fortier, & Guay, 1997; Yu et. al., 2016). It is also important to note that research shows that when students receive autonomy-support, their other basic psychological needs are also fulfilled (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2011).

However, the important factor to point out here is that autonomy support is all about *perception;* it is the degree to which a child *perceives* the environment to be autonomy-supportive, not necessarily how much actual choice is provided (Deci, Ryan, & Guay, 2013; Ryan & Grolnick, 1986). This means that the classroom environment is interpreted differently by each child, and the ways in which teachers interact with their students individually and as a class, both positively and negatively, develop the culture over time (Ryan & Grolnick, 1986). Since language structures our perception, how much control a child perceives they have depends a good amount on the words their teacher uses to frame activities or classroom expectations, and every exchange of words between student and teacher has the power to shape how kids perceive the classroom and themselves within it (Dweck, 2016; Johnston, 2004; Reeve, 2006). Research shows that even positive feedback given in a controlling

manner *just one time* can undermine student motivation (Deci, 1994; Dweck, 2016; Ryan & Grolnick, 1986).

Consistency is key here. To foster an autonomy-supportive classroom, these constructs of choice, support, and growth-orientation need to be present in every aspect of the classroom and in every assignment (Deci, Ryan, & Guay, 2013; Dweck, 2016). It takes time, commitment, and effort on the part of the teacher to create a climate that fosters choice, risk-taking, and strong behavioral values (Assor et. al., 2009). If the teachers and administrators are not consistent with autonomy-supportive language or behaviors, a child could easily see this shift as a sign that he or she no longer has a sense of autonomy within this space (Dweck, 2016). Therefore, it is easy to see how vital it is for educators to identify the factors that support versus undermine autonomy and adjust their classrooms accordingly if student motivation and well-being are among their areas of concern.

Competence. In the classroom, providing competence means that teachers, on top of all they already do to create lessons that fit and teach the required state standards, should be finding challenges that are optimal to each student (Deci et. al., 1991; Ryan & Deci, 2000b). And as we know, each child is at a different learning stage, so providing this challenge to all students can be a challenge in itself. Although this idea appears to be a large undertaking, it is important to again point out that the key here is not that students need to have a certain level of aptitude, but they must *feel* as though they are capable of accomplishing the task given to them (Deci, Ryan, & Guay, 2013; Dweck, 2016). Students who perceive themselves to be competent are

likely to work harder at a task and not think of errors as mistakes, but just part of the learning process (Deci, Ryan, & Guay, 2013; Dweck, 2016). If students do not experience competence, they are more likely to give up, take the easy way out, or cheat, and they are less likely to internalize the values or behaviors associated with the task (Deci, Ryan, & Guay, 2013; Dweck, 2016).

If competence is more about how a child perceives their intelligence, this means that the way tasks are approached and the language surrounding them are just as important as the challenge of the task itself, if not more so (Deci, Ryan, & Guay, 2013; Dweck, 2016; Johnston, 2004). Therefore, providing for competence within the classroom does not mean completely revamping the entire curriculum each year to meet the needs of individual students. Instead, teachers can be aware of the language they use surrounding the tasks they present and the ways in which they provide feedback, including grading (Deci, Ryan, & Guay, 2013; Dweck, 2016; Johnston, 2004). Strategies teachers can use to promote competence are non-controlling language, scaffolding and modeling, taking the time to celebrate growth, creating intrinsic mastery goals, and allowing for student development through self-initiation, choice, and reflection (Deci, Ryan, & Guay, 2013; Dweck, 2016; Dweck & Leggett, 1988; Reeve, 2006).

Relatedness. In school, having meaningful relationships with peers and teachers is a predictor of well-being, levels of happiness in school, and even drop out rates (Deci & Ryan, 2012; Deci, Ryan, & Guay, 2013; Jacob, 2001; Vallerand, Fortier, & Guay, 1997). When students feel supported by those around them, they

become more willing to try something new, offer an answer even when they don't know if it's right, and attempt a task multiple times with a more positive attitude (Dweck, 2016; Ryan & Deci, 2011). Social support has been linked to higher academic motivation, better psychological well-being, and heightened feelings of competence and autonomy (Legault, Green-Demers, & Pelletier, 2006; Ryan & Deci, 2011). Contrarily, when students act out in class or choose to not participate, it is likely that their needs for relatedness are not being met and they feel unnoticed. Their actions reflect a way to actively get that need fulfilled, such as shouting out or making jokes to get attention and be noticed (Deci, Ryan, & Guay, 2013). If their need for relatedness isn't met, it is also common for students to value that need less, which results in putting forth less effort because they think that no one cares about their accomplishments or lack thereof (Deci, Ryan, & Guay, 2013).

The role of social support is key in our students' lives if we want them to feel motivated, achieve academic success, and view themselves as learners and in control of their own actions (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2011). Therefore, it is imperative that teachers work to build strong student-teacher relationships and foster quality relationships amongst their students as a class. This means that teachers need to set up the classroom in a way that invites and values honesty, growth, and reflection, on the part of all parties.

Goals. The goals we set for our students and the goals they set for themselves must also be reconsidered as the different objectives people work to achieve have been proven to impact educational motivation and effort (Dweck & Leggett, 1988;

Haimovitz, Wormington, & Corpus, 2011; Ryan & Deci, 2011). Dweck and Leggett (1988) proposed that there are two kinds of goals that are usually found in an educational setting: performance goals and mastery (or learning) goals. Students who set out to achieve performance goals are focused on demonstrating skill and ability only, and people who seek them are concerned about how their competence will be viewed by others (Dweck & Leggett, 1988). In other words, people who seek performance goals are more likely to be in a fixed mindset while working to achieve them, as their intention is to prove their intelligence or competence (Dweck, 2016; Dweck & Leggett, 1988). As previously mentioned, students who maintain a fixed mindset balk in the face of a challenge, put in significantly less effort, hold negative attitudes toward the work, and care more about how others perceive them than how well they accomplished the goal itself (Dweck, 2016; Dweck & Leggett, 1988).

In school, this might be seen as a student who views a mistake as an insurmountable failure and will no longer put in effort (Dweck, 2016). Teachers might also see students with an aversion to the task, such as boredom, apathy, or anxiety, even if they have the necessary abilities to complete the task (Dweck, 2016). Performance goals might generate students who attempt to alter the rules or "cheat" a little to show their perceived talents or make the task easier (Dweck, 2016). Lastly, these students might possess incredible talent but choose to put in minimal effort while saying things like "school is easy for me." This research clearly shows that if schoolwork is viewed only as a way to "show off" individual skills and competence,

students are likely to develop maladaptive behaviors and cognitions (Dweck, 2016; Dweck & Leggett, 1988).

On the other hand, students who work towards mastery goals are focused on increasing their knowledge and competence, and these students are more likely to be in the growth mindset (Dweck, 2016; Dweck & Leggett, 1988). As stated earlier, the Mindset Theory suggests that people who have a growth mindset view mistakes as a part of learning, dig in when confronted with a challenge, self-regulate their behaviors, and believe in their own ability to achieve the goal (Dweck, 2016; Dweck & Leggett, 1988; Ryan & Deci, 2011). As these students do not see an unsolved problem as a failure but as a challenge to be mastered, educators might see students who push themselves and persevere despite difficulties or setbacks (Dweck, 2016; Dweck & Leggett, 1988). Students who seek mastery goals are more likely to exhibit a positive or optimistic attitude while working towards the goal and are more likely to self-monitor their own progress, which is an indicator of identified or internalized regulation (Deci, Ryan, & Guay, 2013; Dweck, 2016; Dweck & Leggett, 1988).

Dweck and Leggett's work not only pointed out the correlation between the types of goals set with maladaptive versus helpless behaviors, but they revealed causation: the types of goals people work to achieve create behavior patterns (Dweck & Leggett, 1988). Therefore, the goals and obstacles we place before ourselves have the ability to push us into the different mindsets, and it is clear that the growth mindset allows for people to reach higher levels of motivation and accomplishment (Dweck & Leggett, 1988; Ryan & Deci, 2011). More specifically, mastery goals

concentrate on increasing competence and as a result, initiate behaviors associated with high achievement, challenge seeking, and perseverance (Dweck & Leggett, 1988). Accordingly, teachers and administrators should consider how they frame schoolwork, grading, and success, and whether these frames are performance-based or mastery-based if they wish to identify the necessary changes needed to motivate their students.

Mindful awareness. Mindfulness is the psychological process of being fully present or actively aware of experiences occurring within the present moment (Brown & Ryan, 2003). Cultivating mindfulness through training practices has proven to facilitate many positive outcomes, such as higher levels of self-esteem, optimism, self-actualization, and success as well as lower levels of anxiety, depression, anger, and hostility (Brown & Ryan, 2003; Dweck, 2016; Yu et. al., 2016). People who experience mindfulness have been proven to value intellectual growth and are able to hold focus on a task longer than people who are not mindful (Brown & Ryan, 2003).

When people are mindful, they are more in tune with their emotions and behaviors and are therefore more likely to alter them to reflect their needs and the needs of others (Brown & Ryan, 2003). Mindfulness is also related to higher levels of the basic psychological needs of autonomy, competence, and relatedness, which suggest that developing mindfulness can produce higher levels of motivation and self-determination (Brown & Ryan, 2003). In Brown and Ryan's study (2003), controlled training and meditation proved to be ways to increase people's mindfulness whether or not they experienced it before the experiment took place. This, along with social

psychology's belief that social contexts influence our growth and development, implies that if schools teach our younger generations to be mindful, they can reap the benefits of motivation, accomplishment, and well-being associated with this level of consciousness (Brown & Ryan, 2003; Dweck, 2016).

Dweck's Mindset Theory (2016) also proposes that the steps towards achieving a growth mindset require awareness: awareness and acknowledgment of (1) the two kinds of mindsets, (2) recognition of your behaviors, emotions, and triggers to identify your current mindset, and then (3) recognition of when to alter your actions and demeanor. With these forms of consciousness, people are able to change their behaviors and emotional responses to reflect a growth mindset (Dweck, 2016). Cultivating this mindset takes a consistent, conscious choice each and every day (Dweck, 2016). Without these steps, it would be highly unlikely that one could develop the growth mindset and thereby increase motivation and behavioral regulation (Dweck, 2016). Thus, practicing mindfulness is a prerequisite to the attainment of a growth mindset.

Benefits of Self-Determination and Growth Mindset

Although many positive effects of SDT and the growth mindset have already been identified, it is important to reiterate the importance of these connections. Research shows the following outcomes when people experience self-determination, need satisfaction, and the growth mindset:

(1) higher levels of motivation and behavioral regulation, specifically intrinsic motivation, internalized extrinsic motivation, and identified extrinsic motivation (Deci & Ryan, 2012)

(2) higher levels of learning and academic achievement in elementary, secondary, and higher education and later life goals; enhanced personal growth; lowered likelihood of dropping out of school (Deci & Ryan, 2012; Deci et. al., 1991; Jacob, 2001; Vallerand, Fortier, & Guay, 1997)

(3) higher levels of engagement with tasks, goals, relationships, and social contexts (Deci & Ryan, 2012)

(4) higher levels of self-esteem and belief in one's own competence (Deci & Ryan, 2012; Dweck & Leggett, 1988)

(5) heightened internalization and self-regulation of values and behaviors (Deci & Ryan, 2012)

(6) higher problem-solving abilities and subsequent levels of effort, determination, and confidence (Deci et. al., 1991; Dweck & Leggett, 1988)

(7) stronger relationships and the ability to navigate conflicts within them (Ryan & Deci, 2011)

(8) higher levels of optimism and beliefs that their actions can positively influence others (Dweck & Leggett, 1988)

(9) heightened sense of psychological well-being or life satisfaction and contentment (Deci & Ryan, 2012)

(10) lowered levels of psychological ill-being, including anxiety, anger, depression, and hostility (Deci & Ryan, 2012; Ryan & Deci, 2011)

All in all, when SDT and the growth mindset are applied to the classroom, students experience a multitude of positive outcomes from academic success and motivation to higher life satisfaction. Therefore, it is clear that these philosophies should be considered if the goal is to develop and strengthen student motivation and success.

Research-based Suggestions for the Classroom

As psychologists and educators have been studying motivation for generations, there is a plethora of generalized suggestions for educators and administrators to heighten motivation within schools as well as recommended practices to avoid (Deci, Koestner, & Ryan, 1999; Deci & Ryan, 2012; Niemiec & Ryan, 2009; Reeve, 2006). Although many suggestions have been made, they are discussed in a broad sweep without addressing the *how-to* component of incorporating these charges into the classroom. Many proposals are unspecific or ambiguous, minimally outlined, missing integral elements, or impractical given the current politics and requirements surrounding public education. The following recommendations for increasing student motivation are outlined below but lack realistic modes of application.

Basic needs support. SDT asserts that when students' needs for autonomy, competence, and relatedness are fulfilled within the classroom, they are not only more likely to be motivated, but they are more likely to have "more satisfying learning

experience[s] and greater academic achievement" (Niemiec & Ryan, 2009, p. 140). To provide for these needs, the following is suggested:

> Strategies for enhancing autonomy include providing choice and meaningful rationales for learning activities, acknowledging students' feelings about those topics, and minimizing pressure and control. Strategies for enhancing competence include providing effectance-relevant, as opposed to norm-based evaluative feedback and optimally challenging tasks. Strategies for enhancing relatedness include conveying warmth, caring, and respect to students (Niemiec & Ryan, 2009, p. 141).

Another suggestion is:

> Providing autonomy support to others involves recognizing their perspectives, offering them opportunities to feel volitional and choiceful, providing them with meaningful rationales for performing less interesting activities, and avoiding the use of controlling language and threats of punishment to motivate behaviors (Ryan & Deci, 2009). Competence support involves providing meaningful feedback and appropriate structure, and relatedness support involves being attentive, respectful, and encouraging of others (Deci, Ryan, & Guay, 2013, p. 121-122).

These above suggestions for supporting students' needs provide strong conceptual guidelines for implementation, but no practical strategies, lessons, or techniques are provided for teachers to use within their classrooms. Comparable

suggestions regarding the basic needs can be found throughout the literature on motivation, but all yield similar proposals with no practical techniques.

Teacher style and language. Research has found that the different approaches teachers have to instruction, classroom management, and motivation have an enormous impact on the level to which a student feels autonomous, which can drastically alter their levels of motivation and self-confidence (Deci & Ryan, 2012; Ryan & Grolnick, 1986). The way teachers talk about intelligence and learning has a huge impact on student development and their perceptions of knowledge (Deci et. al., 1994; Dweck, 2016; Niemiec & Ryan, 2009). How teachers frame the class structure, behavior management, lessons, and assessments all feed into a child's perception of his or her environment, and the words teachers use can ultimately change the way their students view learning or their own competence (Dweck, 2016; Niemiec & Ryan, 2009; Reeve, 2006). These messages can be interpreted through the way teachers ask questions in class, provide assistance and feedback, and frame a test or the grading process, and ultimately, it comes down to whether students perceive this language and their environment to be controlling or not (Dweck, 2016; Niemiec & Ryan, 2009; Reeve, 2006).

According to SDT, a specific teacher's orientation, or style, will exist somewhere on the continuum ranging between the extremes of "controlling" and "autonomy-supportive" or "non-controlling" (Reeve & Halusic, 2009; Ryan & Grolnick, 1986). Literature on teacher motivational style uses the phrases "autonomy-supportive" and "non-controlling" interchangeably, but for the purposes of this

project, I will use the term "autonomy-supportive" for consistency (Deci, Ryan, & Guay, 2013; Grolnick & Ryan, 1987; Ryan & Grolnick, 1986)

A control-oriented teacher is one who attempts to control learning through extrinsic pressures and controls, such as grades or evaluations, and demand that students perform in certain ways (Deci, 1994; Niemiec & Ryan, 2009; Ryan & Grolnick, 1986). These educators often approach teaching as a means to communicate a set of rules, strategies, or facts that should be memorized and reproduced, or they are likely to communicate to students that there is only one "right" answer to a question and stress accuracy-based performance (Dweck, 2016).

On the other hand, teachers who are oriented towards providing autonomy-support for their students create an environment that nurtures curiosity, engagement, and growth and allows for choice and flexibility (Su & Reeve, 2010). As "autonomy" refers to the feeling of control over one's behaviors and choices, "autonomy-support" refers to the teacher's ability to use their words and actions to increase their students' sense of individual control and self-efficacy (Deci, 1994). These teachers lead students in a way that fosters an internal locus of control and provides opportunities for self-determination (Deci et. al., 1991). Autonomy-supportive school environments have been proven to promote and cultivate student motivation and academic success whereas controlling school environments have proven to produce the reverse (Deci, 1994; Deci, Ryan, & Guay, 2103; Deci et. al., 1991; Grolnick & Ryan, 1987).

Controlling teacher orientation. Environments that are perceived as controlling are likely to utilize rewards, threats, competition, imposed goals, and/or

evaluations (Deci, 1994; Deci et. al., 1991; Ryan & Deci, 2011). Most times, teachers might believe they are using these rewards or methods to "help" students become more motivated to complete a task or produce stronger work, but research shows that these techniques do not help students value uninteresting educational tasks because they do not add interest or meaning to the task itself (Deci, Koestner, & Ryan, 2001; Deci et. al., 1991). These above methods are liable to increase the amount of external pressure students feel to perform, which directly results in behaviors that are not self-determined or internalized (Deci et. al., 1991; Grolnick & Ryan, 1987). Attempts to motivate students through external controls do not increase student motivation or the valuing of a task, but instead undermine it (Deci, Koestner, & Ryan, 1999, 2001; Deci et. al., 1991).

One of the most significant findings in motivation research reveals that tangible and even verbal rewards can undercut motivation (Deci, Koestner, & Ryan, 1999, 2001; Deci et. al., 1991). Two meta-analyses of over 100 studies confirms that rewards significantly decrease self-determined behaviors, motivation, and self-regulation, all of which are associated with academic success and well-being (Deci, Koestner, & Ryan, 1999, 2001). Since most tangible rewards given to students are awarded to incite behaviors or certain levels of performance, they are highly likely to be experienced as controlling and are unlikely to engender the internalization of the behaviors associated with the reward (Deci, Koestner, & Ryan, 2001; Deci et. al., 1991).

The language teachers use in their classrooms, although perhaps unintentional, can also place indirect pressure on students and significantly influence whether students perceive their learning environment to be controlling or autonomy-supportive (Deci, 1994; Grolnick & Ryan, 1987). Instructions given with directives like "you should" or "you must" or instructions that stress fixed strategies or answers are known to significantly decrease students' self-regulation and motivation (Deci, 1994; Deci et. al., 1991). Although students need honest feedback to grow, the way in which teachers use their words and tone to provide that feedback directly impacts students' motivation and perceived competence; non-controlling feedback perceived as guidance provides a positive impact whereas controlling feedback perceived as criticism generates a negative impact (Dweck, 2016; Reeve, 2006). Additionally, teachers may believe that verbally praising their students' work will increase their motivation. However, studies show that praising students for their intelligence, scores, or grades (rather than growth, effort, or perseverance) actually damages future student performance and motivation because the praise can be interpreted as pressure to think, feel, or behave in certain ways (Deci, Koestner, & Ryan, 2001; Dweck, 2016). Consequently, if students interpret a teacher's verbal praise as a means to control them, their motivation and perceived competence is apt to decrease, which ultimately curtails self-determination (Deci, 1994; Ryan & Grolnick, 1986). For a student to experience competence or high levels of motivation and regulation, they must see their behavior as self-determined, not controlled (Deci & Ryan, 2000a).

Students who experience these control-oriented learning environments are reported to have a greater decline in motivation, self-regulation, and self-esteem as well as decreased long-term rote recall and academic success (Deci et. al., 1991; Grolnick & Ryan, 1987). Therefore, this style of motivation and its related methods would not foster the growth mindset, fulfill students' basic needs, or increase motivation (Deci et. al., 1991; Dweck, 2016).

Autonomy-supportive teacher orientation. Providing students with autonomy-supportive learning environments is key to their growth and wellness as it has been shown to be an effective way to provide for all three of the basic psychological needs of autonomy, competence, and relatedness (Deci, Ryan, & Guay, 2013; Reeve & Halusic, 2009; Ryan & Deci, 2011). Autonomy-support allows students to feel in control of their learning and make self-determined choices, and as a result, they more likely to self-regulate and internalize values and behaviors (Deci et. al., 1991; Grolnick & Ryan, 1987; Ryan & Deci, 2011).

To build an autonomy-supportive classroom, this research calls on teachers to find ways to "identify, nurture, and develop" their students' needs and motivations (Reeve, 2006; Su & Reeve, 2010, p. 160). These behaviors should focus on increasing students' internal locus of control by promoting student responsibility and effort as well as providing opportunities for students to choose self-determined behaviors (Deci et. al., 1991; Grolnick & Ryan, 1987; Reeve, 2006). Teachers should encourage risk-taking and independent thought, teach coping strategies, and provide optimal

challenges (Bolkan, 2015; Dweck, 2016; Dweck & Leggett, 1988; Ryan & Deci, 2000b).

Autonomy-supportive behaviors could include: listening to students and their perspectives, providing opportunities for student talk and choice, providing context for assignments, and implementing “interactive teaching” (Bolkan, 2015, p. 88; Deci et. al., 1994; Deci et. al., 1991; Reeve, 2006). Teachers can encourage students to work towards mastery goals and growth rather than performance goals and praise them for their progress and effort rather than their scores (Dweck, 2016; Haimovitz, Wormington, & Corpus, 2011). Autonomy-supportive environments are likely to provide opportunities to share alternate perspectives or solutions, the ability to revise their work, and a greater focus on effort and growth (Dweck, 2016; Grolnick & Ryan, 1987; Reeve, 2006). Educators can help students work out the answer to a problem rather than provide the answers for them or ask questions with open-ended answers instead of questions with a “right” answer (Reeve, 2006).

Autonomy-supportive teachers use language to invite students to learn, accept challenges, and make mistakes in order to grow (Dweck, 2016; Johnston, 2004). When teachers talk about learning, intelligence, and growth within their classrooms and choose to *not* focus on grades or test scores, students are less likely to reject an opportunity to learn and are more likely to feel as though they can take risks without the fear of failure (Dweck, 2016; Dweck & Legget, 1988). When teachers’ feedback and support focuses on growth, effort, persistence, and agency rather than on a specific score or grade, student motivation and effort is apt to increase (Deci, 1994;

Dweck, 2016; Johnston, 2004). Students who experience non-controlling language and teacher style are shown to have higher levels of motivation, academic recall, and feelings of competence (Deci, 1994; Grolnick & Ryan, 1987; Ryan & Grolnick, 1986). Minimal resources detail specific ways to provide feedback, but one such source is Peter Johnston's (2004) suggestion of using "and" instead of "but" when providing feedback to shift the focus onto what a student can develop or enhance rather than on what the student did wrong; i.e. "…*and* you could add this" instead of "…*but* you didn't add this." However, this source is not an experiment-based study and therefore does not have empirical evidence to show if this form of feedback is successful in increasing motivation.

Teachers can also employ positive psychology activities within their classroom, such as gratitude journals, acts of kindness, or creating intrinsic life goals (Froiland, 2018). These positive psychology activities are one of the rare practical implementations for the classroom found in motivation research, however, the empirical data provided in this study only demonstrates the effectiveness of these strategies on collegiate students enrolled in the psychology program, not on secondary students within a public school (Froiland, 2018). In addition, it would be difficult for the average American schoolteacher to find the time to include these activities within a classroom routine given the substantial amount of standards and testing requirements.

All in all, students who experience autonomy-supportive classrooms yield higher academic success, self-esteem, motivation, internalization, and well-being

(Deci & Ryan, 2012). For these reasons, the evidence recommends that teachers adopt an autonomy-supportive classroom model (Deci, 1994; Deci et. al., 1991; Reeve, 2006; Reeve & Su, 2010). However, the literature does not illustrate practical examples or strategies of what these opportunities would look like or what specific actions teachers can take to foster these self-determined behaviors. Research on teacher language does not include much information about what non-controlling language looks or sounds like and therefore does not articulate how to implement this idea within a real classroom.

Valuing. Research shows that students must value learning and the educational task at hand to be engaged and motivated (Deci et. al., 1991). However, we know that not every student will be inherently interested in or motivated to do every task required of them in school. To help students internalize the value of these uninteresting tasks and be able to regulate their own behaviors, researchers first advise that teachers acknowledge that the task is uninteresting and provide a meaningful reason as to why the task is important (Deci et. al., 1994; Deci et. al., 1991). Secondly, recognizing students' feelings and perspectives, even when negative, has been proven to facilitate students' willingness to complete an uninteresting task (Deci et. al., 1994; Deci et. al., 1991). The final suggestion for increasing integrated or internalized student regulation is for teachers to provide choice within the activity with minimal pressure or evaluation of that choice (Deci et. al., 1994; Deci et. al., 1991). Acknowledging student perspectives and feelings of dislike and explaining the value of a boring task have been shown to support students'

self-determination and development (Deci et. al., 1994). Although these factors appear relatively straightforward, the manner in which teachers address these items is not mentioned and can presumably alter students' feelings of autonomy if given in a controlling manner (Deci, 1994; Grolnick & Ryan, 1987). Unfortunately, there is no outline for the implementation of these ideas.

Summary

Many of today's American secondary students struggle to be motivated or show high levels of self-regulation within the school setting. This is a major concern as research shows that motivation and behavioral regulation are the keys to a successful academic and personal life (Ryan & Deci, 2011). Social psychology posits that social contexts play a huge role in whether a person is motivated or not, and since adolescents spend so much time at school, schools wield an enormous power over their motivation (Deci et. al., 1991). Two theories that expand upon the influence of education upon motivation are the Self-Determination Theory and the Mindset Theory.

SDT is an approach to human motivation that suggests that all people, or students, experience varying levels of motivation depending on their environment and the task at hand (Deci & Ryan, 1985). These differing levels of motivation exist on a continuum that ranges from amotivation to extrinsic motivation to intrinsic motivation (Ryan & Deci, 2000b). The highest tier of motivation is intrinsic motivation, or the desire to complete a task for its inherent satisfaction (Deci, Ryan, & Guay, 2013; Ryan & Deci, 2000b). Students who are consistently intrinsically

motivated are more likely to experience academic success and positive psychological well-being (Ryan & Deci, 2011). Intrinsically motivated behaviors are considered self-determined as individuals choose to engage in those behaviors on their own (Deci, Ryan, & Guay, 2013). These processes result in high-quality learning, personal growth, and well-being (Deci et. al., 1991; Ryan & Deci, 2011).

However, not all tasks in school are inherently interesting to each student, so some valuable behaviors must be prompted by external factors. Students can perform extrinsically motivated behaviors with indignation, resistance, or indifference, or conversely, with readiness and acceptance; students can also either value the behaviors associated with the task or disregard them (Ryan & Deci, 2000b). SDT suggests that the different ways students react to extrinsic activities depends on the degree to which the behavior is valued and considered self-determined (Ryan & Deci, 2000b). When students act only for the attainment of a reward, the fear of a punishment, or to satisfy the needs of their egos, they do not consider their behaviors to be their own, and as a result, these students are likely to not value or internalize these tasks or behaviors (Deci, Ryan, & Guay, 2013). Instead, when behaviors are performed with a sense of choice or seen as a means to attain personal or academic growth, it is likely that students will come to value the tasks and internalize the associated behaviors (Deci, Ryan, & Guay, 2013). When students value educational tasks and internalize behaviors, students become more motivated, more engaged, and experience higher levels of both academic and personal success (Deci, Ryan, & Guay, 2013). Therefore, if teachers and administrators wish for their students to be

motivated and achieve success, they should consider if they are allowing their students to grow by giving them the means to make self-determined choices.

SDT suggests ways in which teachers can create environments that foster students' self-determination and internalized behaviors. Educators can provide for the basic psychological needs of autonomy, competence, and relatedness within the classroom by providing for choice, optimal challenges, and meaningful relationships (Deci, Ryan, & Guay, 2013; Niemiec & Ryan, 2009). Teachers can create an environment that is autonomous by employing non-controlling language or style (Deci, 1994; Grolnick & Ryan, 1987). They can frame lessons in ways that foster growth and the valuing of tasks and behaviors. Teachers should not use rewards, punishments, threats, or controlling language and praise if they want to increase student motivation (Deci, Koestner, & Ryan, 2001; Dweck, 2016). Overall, researchers suggest that teachers practice mindful awareness by considering the level of students' perceived control through reevaluating their language, classroom or grading structure, and motivation style (Brown & Ryan, 2003; Dweck, 2016).

The Mindset Theory suggests that the mindset a students holds about learning and knowledge can drastically alter his or her levels of motivation, and thereby, success (Dweck, 2016). Students with a fixed mindset, or the belief that intelligence cannot be increased, show maladaptive behaviors and cognitions whereas students with a growth mindset, or the belief that knowledge can be increased, are likely to adopt positive behaviors that are likely to lead to perseverance and success (Dweck, 2016). This theory suggests that students can change their mindset through

awareness, which can begin at the hands of the teacher (Dweck, 2016). Teachers must first reconsider how they frame learning and feedback within their classrooms to provide opportunities for growth (Dweck, 2016). Next, educators can teach their students about mindful awareness so that they are able to recognize when they are in a fixed mindset and make a change when needed (Dweck, 2016). Lastly, teachers can continually provide mindset workshops and activities within their classrooms as maintaining a growth mindset requires effort, consistency, and support (Dweck, 2016).

All in all, if our goal as teachers is for our students to experience academic and personal success, the key is to make sure we are providing the social context in which their basic needs can be met. If we want our kids to believe in themselves, feel comfortable taking risks, and be able to problem solve in creative ways, we should ask ourselves if we are providing for their needs and creating the right mindset (Deci, Ryan, & Guay, 2013; Dweck, 2016). If we would like our youth to have identified with or internalized important, strong values and behaviors, we need our classroom frameworks and values to reflect these needs (Deci, Ryan, & Guay, 2013; Dweck, 2016). In sum, many of the goals surrounding education today, such as increased performance, can be reached by providing the right social context for students to learn and grow.

It is important to note that the growth mindset and need satisfaction are not limited to the influence of teachers and their classrooms, but can be affected by all social contexts and significant adults involved in a person's life. However, for the

purposes of this project, the areas of focus were the classroom and the relationships that exist within it.

Conclusion

The literature in this review supports the idea that schools not only have an immense impact on student motivation and growth, but the teachers within them have the express power to increase students' levels of self-regulation and self-determination (Deci et. al., 1991). Providing students with autonomy-support and a growth mindset has the potential to increase student growth, achievement, self-esteem, and well-being (Deci & Ryan, 2012; Ryan & Deci, 2011). Research proposes many conceptual frameworks for teachers or schools to adopt to promote these ideals, but there are few practical applications or lessons, if any. There is a stark disconnect between the proposals outlined in the literature and what can actually be done within an authentic classroom. Given today's educational climate, there is little time, money, or feasibility for a complete overhaul of an entire school system suggested in the literature.

Thus, this project seeks to provide practical teacher guides, philosophies, and frameworks for a growth mindset and autonomy-supportive middle school ELA classroom. These plans will include curriculum and grading frameworks, an example of a practical ELA unit plan, as well as a variety of practicable autonomy-supportive teacher behaviors, such as examples of language and feedback for an ELA teacher to use within their classroom. In its entirety, the next chapter is based on the literature

examined in this review, rendering the materials included in the following chapter solidly grounded in theory.

Chapter Three: Project Description

Introduction

Student motivation and subsequent academic success are areas of concern in the current educational landscape. The desire for schools to produce self-determined adolescents who can self-regulate, perform well in academics and on standardized tests, as well as fully function in society is well known (Deci et. al., 1991; Deci, Ryan, & Guay, 2013). The means for schools to achieve these goals has been reconsidered time and again, and as such, education policies, standards, and requirements are regularly reconsidered (Hutt & Schneider, 2018). Regrettably, many of these reconsiderations have resulted in the undermining of the very ideals policymakers and educators wished to uphold (Deci et. al., 1991; Ryan & Weinstein, 2009). Even the most well-intentioned programs and practices designed to push for and reward achievement may be actually sabotaging student motivation, self-regulation, performance, and well-being (Ryan & Weinstein, 2009). Therefore, many schools and school employees might not be currently aware of the behaviors, language, and mindset that are necessary to support and advance authentic student growth.

To attain these goals, schools and their employees must examine and potentially overhaul their systems, frameworks, and ideologies to create an environment that reflects students' needs (Assor et. al., 2009; Deci, 2009). Such classrooms would be autonomy-supportive, based in the growth mindset, and would facilitate self-regulated learning (Dweck, 2009; Niemiec & Ryan, 2009). There is a

generous amount of literature dedicated applying the Self-Determination Theory and the Mindset Theory to educational practices, however, these suggestions for teachers and schools are mainly theoretical or conceptual proposals and do not provide the means for practical application (Dweck, 2016; Niemiec & Ryan, 2009). Despite the ample amount of studies and research conducted in this area, there is a distinct lack of practical applications, curriculum, or lessons for real teachers to adopt if they desire to increase student motivation, academic performance, and self-regulation.

This project proposes a solution to this concern: the creation of practical classroom principles, frameworks, and lessons that can be adopted as a part of a secondary level ELA curriculum. Although practical strategies are clearly needed to put these theories into practice, it is also known that successful application of such school reform projects prove to be quite difficult and require teachers identify with the need and value of the program (Assor et. al., 2009; Deci, 2009). Therefore, it is essential that educators understand and value the theory and identify themselves as a change agent for reform to be successful (Assor et. al., 2009; Deci, 2009). It would be wise to include staff members in the development of a school-wide plan, however, as earlier stated, the scope of this project does not include the professional development, but it will include some practical "how-to's" for teachers to apply the Self-Determination Theory and the Mindset Theory to an ELA classroom.

Accordingly, the goals of this project include:

(A) Supply background knowledge on the Self-Determination Theory and the Mindset Theory for school staff in attempts to encourage

successful application and high-quality internalization of the following ideas

(B) Providing the principles and frameworks needed to develop a social environment that supports the growth mindset and students' needs of autonomy, competence, and relatedness

(C) Practical methods for increasing students' internal locus of control, self-regulation, and motivation, and as a result, student achievement, specifically in an ELA classroom

(D) Outlining which teacher behaviors, language, and systems should be adopted and which should be avoided

This chapter contains a description of the project designed to meet these goals, beginning with an examination of the project components, including descriptions of all appendices and their applications. The following section will describe the suggested means to determine the effectiveness of the different project components, which includes student reflection on perceived classroom environment following the changes in framework, language, and autonomy-support. The plans for practical implementation will be outlined thereafter. The chapter will come to an end with concluding thoughts on the first two chapters of this project.

Project Components

Providing students with autonomy-support is well researched and has been consistently associated with a myriad of benefits (Deci, Ryan, & Guay, 2013; Reeve, 2006; Ryan & Deci, 2011). When teachers practice this collection of behaviors in

their classrooms, students consistently show increased effort, engagement, and motivation as well as greater learning and feelings of self-confidence (Deci & Ryan, 2012; Ryan & Deci, 2011; Ryan & Grolnick, 1986). Mindset is also predictive of motivation, academic success, and self-esteem, thus teaching and practicing a growth mindset has been shown to greatly benefit students (Brown & Ryan, 2003; Dweck, 2016). Thus, this project consists of a grading policy and classroom framework, complete with examples and practical teacher guides, that are based upon the theories of self-determination and the growth mindset with the intention of increasing student motivation and self-regulation, and as a result, their academic success and feelings of well-being. Altogether, this project is a set of structures, philosophies, how-to's, and example lessons designed to satisfy students' basic needs within the school setting.

Background Information

For the implementation of this project to be fruitful, all school staff responsible for its application should, in an ideal situation, be previously trained in the two theories, how they apply to education, and how staff can support student growth and motivation (Assor et. al., 2009). Staff should be invited to make this implementation plan their own by being able to voice their opinions, concerns, and suggestions, thereby creating a learning and implementation structure that allows teachers to internalize the program and its values (Assor et. al., 2009). Logically, if providing autonomy-support upholds students' basic needs and increases motivation and self-regulation, allowing teachers the same levels of support will allow them to reap the same results (Assor et. al., 2009). However, in our current world, this type of

structural change has been a struggle for a variety of reasons, and it is more likely that the implementation of this project might be undertaken by either a single teacher or grade level/subject area team, perhaps with or without professional training (Assor et. al., 2009).

Therefore, this project first includes basic background information for teachers about the two theories and their relation to education. This is found in Appendix B and is entitled “The Psychology behind Learning.” If teachers have attended a previous course on the topic, this will function as review of social psychology, motivation, and mindset applied to education. If they have not, it will provide a foundation for teachers’ understanding of this project and the purpose of its implementation. Next, a list of teacher behaviors that support autonomy and the growth mindset can be found in Appendix C. These two pieces of background knowledge intend to provide educators and other school staff with an understanding of the processes, methods, and concepts of SDT and the growth mindset. As a result, teachers should have a better understanding of the environments that foster motivation and the importance of their role in creating them.

Once teachers are familiar with the role of classroom social context in fostering motivation and learning, the next step is to work towards creating an autonomy-supportive classroom environment that focuses on growth. As research suggests, children learn more and perform better when they perceive their environment to be supportive of choice and creativity, mistakes and growth, and of belonging (Deci, Ryan, & Guay, 2013; Dweck, 2016). To incorporate these

conceptual ideals, we must first reconsider the classroom frameworks at work (Deci, Ryan, & Guay, 2013; Deci et. al., 1991; Reeve, 2006; Reeve & Su, 2010). This includes the grading system, the structure of the class, the way feedback is provided, and the opportunities children are afforded within the classroom.

Grading System

Children maintain a growth mindset when they view learning as a process, not as a single score or grade (Dweck, 2016). When students view their mistakes as a means to reach success, they are more likely to persevere, try again, and put forth more effort in a given task (Dweck, 2016). When children are given the space to make their own choices and learn from their outcomes, they are more likely to internalize important values and realize what behaviors to avoid (Deci, Ryan, & Guay, 2013; Dweck, 2016). When this freedom is taken away and students do not think they can improve (or aren't given the means to improve), they are likely to engage in task-avoidance, low effort, disruptive behaviors, or apathy (Dweck, 2016; Dweck & Leggett, 1988). Both the growth mindset and autonomy can be supported through a grading system that provides the freedom for mistakes to be made and learned from.

To do so, teachers can utilize a modified form of standards-based grading that allows for student revisions and retakes. Therefore, these grading systems place value on growth and learning rather than on a single score. Please see Appendix D for an outline of this grading policy in the form of a parent handout. Although there are many standards-based grading systems and scales available for teachers to choose

from, Appendix D outline the grading system suggested to maximize students' motivation and growth. This system is designed to help students understand and value the process of learning, rather than just a one-time performance, and to provide for students' basic needs of autonomy, competence, and relatedness to be met. If implemented correctly, this system would provide students with meaningful homework practice, authentic assessments, the ability to revise or retake tests, and time to conference with teachers and peers. Since consistent systems are proven to be most effective in reaping positive results, it is suggested that the adoption of the grading policy should be system-wide or utilized by an entire grade level team or school (Assor et. al., 2009; Dweck, 2016). However, it is understandable if teachers are unable to do so due to the climate in their school. Appendices D-K cover the grading policy and related teacher instructions.

To begin, this grading system would be based heavily on assessment grades (90%), not homework (10%). This part of the system is essential. When more emphasis is placed on assessments and students are allowed revisions and retakes, students will be more likely to revisit an assessment they did poorly on. This encourages students to seek revisions, or in other terms, to seek growth. For a student to qualify for a redo, he or she would need to follow the steps for revision. Appendix E outlines the steps for retakes in a student handout, and Appendix F outlines more detailed retake steps for the teacher. As qualifying for a redo requires students to have completed their homework for that unit, it also encourages students to follow through and complete their homework, even if it is late. This instills the idea that doing

homework is a behavior that leads to success. When students attend a review session with a teacher, all three basic needs are provided for: students feel autonomous and in control of their behaviors as they are individually accountable for their growth and follow through; students build a stronger relationship with their teacher, enhancing relatedness; and students are working on their understanding of the task at hand, which increases their competence (Deci et. al., 1991).

Furthermore, this also means that teachers must be intentional with what they assign for homework and how they structure assessments. For students to perceive this system to be beneficial to their growth and success, homework should not be "busy work;" it should always serve a purpose (Deci, Ryan, & Guay, 2013). Homework needs to be meaningful and should lead towards a high level of student understanding and ability to perform on a test. All in all, homework should be seen as practice for the tests, and these forms of practice can also be used as formative assessments for both teachers and students to gauge their level of understanding and next steps. For this to be effective, students should be provided work time in class to encourage them to ask questions and seek support and feedback from both peers and teachers (Reeve, 2006). Teachers should utilize this work time to individually check in with each student to monitor their progress and provide support for students at all levels (Reeve, 2006). This helps students build healthy relationships, learn how to support one another's learning, and understand that asking questions and seeking help are a necessary and normal part of learning (Reeve, 2006; Ryan & Deci, 2011).

Consequently, teachers must also be intentional when creating assessments. Assessments, like homework, should also be authentic measures of student understanding and growth without heaping on evaluative pressure (Ryan & Deci, 2009). These assessments might ask students to think critically or apply content knowledge to real life, and would be focused on having kids explain what they know, not just selecting a "right" answer. Authentic assessments would not focus on rote recall or memorization, and teachers would do well to avoid multiple-choice tests, as these forms of assessment have not been proven to enhance long-term understanding (Deci et. al., 1991; Grolnick & Ryan, 1987). Not all tests would need to be ones given during a timed session of class, but they could be assessments worked on over a period of time, like a project or an essay. An example of an ELA informational writing unit that incorporates homework practice, formative assessment, and summative assessment is found in Appendix G. This unit will be described in detail later in this chapter.

By using this grading system, students are able to learn and practice individual agency, the steps needed to grow and be successful, and to build quality relationships in a safe environment. The procedures at play in this system can prevent situations where: (1) students "give up" when they receive poor grades, (2) students do not complete their homework, and (3) students who do not engage in classroom lessons or act out during them (Dweck, 2016). This system would help to encourage students to put forth effort or try again, seek help and guidance, utilize the relationships around them to enhance their success, and feel comfortable trying new things, making

mistakes, and being creative. All of these listed behaviors are associated with internalized regulation, high motivation, and academic success (Deci & Ryan, 2012).

All in all the appendices related to the grading policy are as follows: Appendix D is a grading policy handout for parents; Appendix E provides printable student retake steps; Appendix F provides more detailed retake steps for the teacher; Appendix H presents teachers with instructions for checking in required practice; Appendix I presents a printable check in chart; Appendix J offers a printable student-teacher conference notes chart; Appendix K poses suggestions for online grading or record keeping; Appendix L offers practical suggestions for teachers to adopt to support the growth mindset and grading system within the classroom itself.

Language Arts Framework and Lessons

Any classroom can be structured to be autonomy-supportive and based in the growth mindset, but each subject matter and grade level calls for unique requirements and guidelines to fit their student population. For the purposes of this project, the focus is a secondary Language Arts classroom, specifically middle school ELA. Research suggests many conceptual ways to implement SDT and growth mindset ideologies within a classroom, such as: provide students with choice (see Appendix M & N), meaningful rationales, effective feedback, directives, and praise (see Appendix O & P), and optimally challenging tasks, as well as acknowledge students' feelings, minimize pressure and control, and convey warmth and respect to students (Ryan & Deci, 2009). Still, there are relatively few ideas for how to practically apply

these concepts into a secondary ELA classroom in today's society. This portion of the project aims to address this gap.

Essential questions. An autonomy-supportive ELA classroom should allow for students to critically think and have a voice (Deci, Ryan, & Guay, 2013; Reeve, 2006). To do so, this classroom might adopt the Essential Questions found in Appendix Q. These questions are broad and open-ended so students can think critically and have their own opinion. An outline of example discussion prompts surrounding Essential Questions can be found in Appendix R. It is essential that if teachers wish to be autonomy-supportive, they must acknowledge all student responses, even if they are negative (Deci et. al., 1994). Teachers should push students to defend their answers and why they chose them, and teachers should be willing to share their own answers without monopolizing the time (Reeve, 2006). It will prove more effective if the teacher shares their opinion last so as not to sway student responses or diminish student participation. Quality lessons that utilize the Essential Questions would ask students to reflect on their previous answers to the questions to see how they have changed based on the unit or transformed with their learning over the course of the year. These Essential Questions would provide the basic guidelines of the course and should be reconsidered with every new unit. These questions can even be adopted into other parts of the class, such as binder tabs or binder organization, to create consistency and clear classroom frameworks.

Classroom structure. Appendix S outlines a daily ELA classroom structure. Ideally, each unit would be broken down into small chunks so that each day, students

are receiving both teacher instructions with examples as well as time to complete that task in class. If there is more than one unit in a day, i.e. grammar and a writing unit, this structure could be repeated more than once in a class period. The goal of this schedule is to provide students with content-specific guidance and support through both direct instruction and individual conferencing. This structure allows students to work at their own pace, choose how they complete their practice or task, and provides a predictable schedule and routine (Reeve, 2006). The student work time also provides students in class with time to revisit examples, work with peers, and receive individualized help when needed, all of which are behaviors that allow students to feel in charge of their own learning (Reeve, 2006).

Direct instruction. Teachers should be mindful of the way their teaching style is perceived by students (Deci, Ryan, & Guay, 2013; Ryan & Grolnick, 1986). The way that educators provide direct instruction or ask questions can change the way that students perceive the teacher, the learning concept, and their learning environment (Deci, Ryan, & Guay, 2013; Ryan & Grolnick, 1986). If students perceive the directives as controlling, they are likely to disengage, not value the task, or not put forth their full effort (Deci, Ryan, & Guay, 2013; Grolnick & Ryan, 1987; Ryan & Grolnick, 1986). On the other hand, when students sense that the directives support their autonomy, they are more likely to be engaged in the task and understand its importance (Deci, Ryan, & Guay, 2013; Grolnick & Ryan, 1987; Ryan & Grolnick, 1986).

Teachers who support autonomy and the growth mindset should be focused on identifying, nurturing, and developing students' inner motivational resources throughout the learning process by offering students opportunities to problem-solve and critically think (Reeve & Halusic, 2009). This means teachers should focus their attention on student growth and understanding, not on test results (Dweck, 2016; Reeve & Halusic, 2009). Teachers should help guide students towards an answer without giving it away or speaking for the student before they've had time to figure it out on their own (Dweck, 2016; Reeve & Halusic, 2009). Quality directives would avoid controlling or evaluative language like "you must" and focus more on providing flexible, informational directives that invite students to learn (Dweck, 2016; Reeve & Halusic, 2009).

These ideas are outlined in the literature, but what are missing are the examples of which directives to use and which to avoid. Appendix O & P provide examples of the different kinds of teacher directives, feedback, and praise and whether or not they will support students' autonomy.

Student work time. For daily student work time to be truly effective, teachers must utilize said work time for individual conferencing with students, which is an example of how teachers can "nurture students' inner motivational resources" (Reeve & Halusic, 2009, p. 147). If the teacher does not engage with his or her students at this time, students may not receive competence or relatedness support, even if the students perceive themselves to be autonomous (Deci, Ryan, & Guay, 2013). During this time, teachers should be providing students with support in some way, whether it

be checking in previous work, providing supportive feedback, or answering questions regarding the current task (Reeve & Halusic, 2009). Teachers can use the printable conference notes chart available in Appendix J to keep track of which students were met with and what was discussed.

In addition, educators must be mindful of the language that they use when providing feedback and support to students, as research shows that even teachers who give feedback with the best of intentions can hurt students' motivation or perceived competence (Dweck, 2016). Appendix P outlines examples of teacher praise that will support or hinder student learning. Appendices T & U, called "Stars and Wishes" outlines a version of constructive criticism and feedback that can be adopted by both the students and the teacher. This form of feedback allows students to know how to provide healthy feedback in a way that is positive, not hurtful. Giving students the tools to help themselves and to help each other is one more step to encourage them to become more autonomous.

Qualities of effective ELA lessons, units, and assessments. This section seeks to summarize the qualities ELA teachers should implement to increase student self-regulation and motivation within their classroom. Since most literature only offers conceptual ideas with minimal practical suggestions, this section aims to provide secondary ELA teachers with practical, concrete examples that can be put to use in a real classroom. This includes example units as well as elements that should be adopted into the lessons themselves. Overall, each lesson and assessment should

aim to increase students' value of the task (or education itself) and self-regulation. A complete example lesson and assessment is included in Appendix G.

Acknowledge their perspectives. Meaningful learning takes place when students are actively engaged in the process of understanding and constructing knowledge (Young, 2015). For students to be actively engaged in their learning, they first need to know why the concept at hand is important to learn, especially if it is a "boring" task (Deci et. al., 1994). Studies show that students who do not value an educational task will both underperform and be less motivated than a peer who does value the task (Deci et. al., 1994). Thus, LA teachers will be supporting their students' valuing of reading, writing, speaking, or grammar if they acknowledge their feelings of dismay or dislike and subsequently explain why these skills will be important to them as students and as people (Deci et. al., 1994). Despite the popular belief that teachers should push past student grumblings, it is entirely appropriate and necessary for teachers to acknowledge that reading and writing will not always be fun and enjoyable, as long as they explain that these skills are necessary for their growth and success (Deci et. al., 1994).

With this knowledge, teachers could begin a new writing lesson by saying, "I know not all of us love to write, sometimes even me. But can anyone think of a job where you might need to write?" This open-ended question could encourage students to think outside the classroom as to why this skill might be important and could lead to the students' understanding that writing can be found in every job. Another example how a teacher could frame a new writing unit could be: "I know we've been

doing a lot of writing in here, and I am proud of how you've powered through all that. I know it's not easy, and I appreciate all the hard work you put into it. So we're going to dig in to this next unit and learn how to be disciplined together." These kinds of unit introductions could lessen students' apprehension or dislike of a task, increase the valuing of the task, and lead to higher levels of self-regulation (Deci et. al., 1994). Overall, LA teachers should work in the three following contextual factors Deci outlines: provide a meaningful rationale, acknowledge the students' feelings, and providing a sense of choice (Deci et. al., 1994).

Choice. For internalization and motivation to take place, students also need to feel a sense of choice (Deci et. al., 1994, Deci, Ryan, & Guay, 2013). Choice is a predictor of autonomy (Deci, Ryan, & Guay, 2013). The more choices a student perceives they have, the more autonomous the environment; the less choice a student perceives, the more controlling the environment (Deci & Ryan, 2012). As we know, students who experience autonomous environments grow and learn at a higher rate than those who do not, so it is essential to incorporate choice within the ELA classroom (Deci & Ryan, 2012). Now, this sense of choice can be conveyed to students in a variety of ways and is not solely based on the lesson. Please note that all choices must be provided within a known structure and framework to be effective, whether it be within the confines of unit expectations or within classroom expectations. Choice does not take the place of structure and will not be effective if no structure is provided (Deci, Ryan, & Guay, 2013).

Choice can easily be incorporated based on the lesson itself. These are broken down by concept and can be found in Appendix M. Choice can also be incorporated into the structure of the class itself. This can be done by allowing students to make a variety of self-regulated choices during their work time and examples of how to do so can be found in Appendix N. For these choices to enhance self-regulation and motivation, students need to understand why they are given these choices and what the requirements are for them to continue to receive these choices (Deci et. al., 1994). Teachers can explain their options by stating that students should figure out the ways they learn best by deducing out what kind of environments help them learn and which do not, as this is an important life skill. Students also need to be able to identify when certain behaviors or choices are impeding their learning and to know when to separate themselves from that situation (Deci & Ryan, 2000a; Niemiec & Ryan, 2009). Students need a safe space to practice this skill, and if the class is structured around allowing students the freedom to figure out what works for them without fear of punishment, then data suggests their motivation and self-regulation will increase (Dweck, 2016; Reeve, 2006).

Opportunities for students to share should always be a choice, never a requirement (Dweck, 2016; Reeve, 2006). When students feel that their response or participation is controlled, they withdraw and are less likely to volunteer an answer in the future (Dweck, 2016). Therefore, if teachers call on students out of the blue in attempts to include everyone, they are almost guaranteeing that the student will not voluntarily raise their hand in the near future. Instead, teachers can encourage

students' choice to respond or share by saying things like, "I'd love to hear from someone I haven't heard from yet" or "I know someone out there has an idea. I'd love to hear it." The way these words are framed makes students feel like sharing is their choice, not a requirement (Dweck, 2016; Johnston, 2004). Although it is tempting to fill the silence with your own response, providing a longer response time can help students brainstorm a response or work up the courage to offer their ideas.

Context. All lessons should be taught within context; i.e. all lessons should have background and a meaningful purpose (Cordova & Lepper, 1996; Deci et. al., 1994). Presenting learning activities and concepts within context has been proven to not only enhance students' performance on following content assessments, but it also increases the valuing of the task itself (Cordova & Lepper, 1996; Deci et. al., 1994). Making sure all lessons have meaning and are taught within larger units will also help teachers create homework and assessments that are more meaningful and less likely to be perceived as busy work.

For example, ELA educators should try to avoid teaching grammar or vocabulary as stand alone items, but should work towards incorporating the study of words and language within texts already being utilized in class. This way, students can see the concept at work in a real life situation to better understand its usage and importance (Bolkan, 2015; Deci et. al., 1994). To teach these concepts, students do not always need write down definitions of words or grammatical concepts, but instead, educators can guide students through the skills verbally. This can be done by helping students learn the steps of how figure out what a word means when they

come across a difficult word within their reading or pausing after a sentence and asking students to identify the type of sentence being used.

Appendix V provides an example of three grammar lessons based in context, taught in a way that provides modeling and structure without utilize rote recall. Each of these lessons provide a sentence based in a previously used classroom text or lesson, and the T-chart used to teach the sentence structure allows students to know the requirements needed to make that sentence as well as the freedom to choose the topics they write about. This type of grammar lesson is more authentic and allows more choice and creativity than simple multiple choice answer lessons, and can be catered to individual classes and students to provide different challenge levels.

Modeling. All lessons, no matter how small, should always be modeled by the teacher. "Modeling," another example of nurturing students' inner motivational resources, means more than just instructing students how to do a task (Reeve & Halusic, 2009). This means that if students are expected to write an essay, the teacher should also be responsible for writing their own version of the essay and use it as an example in class. If students are expected to read a book, the teacher should be expected to read their own book, too. This is my philosophy of "everything you do, I do, too," which increases the student-teacher relationship as well as the valuing of a task. If students see their teacher doing the exact same thing they are expected to do, they will recognize: (1) the teacher isn't expecting us to do anything they wouldn't do themselves (2) the teacher is willing to do the activity when they doesn't have to; it shows they cares about our learning or it must be important (3) the teacher knows

how difficult the task is and how much time it takes, so they understand our perspective (4) we will always have an example to look at when we get stuck. When the teacher models each and every lesson, students see that the teacher is invested in the curriculum and its importance (Reeve & Halusic, 2009). Teacher participation promotes a student-teacher relationship that is based upon teamwork and community rather than one perceived as authoritarian in nature (Niemiec & Ryan, 2009; Ryan & Grolnick, 1986). An example unit that includes teacher notes and examples can be found in Appendix G.

In addition, teachers can also offer their models and examples to students outside of class. With technology available in many schools today, teachers can scan and upload their examples to a Google Classroom (or another technology-based platform) for students to view the documents at any time. This can be an extremely helpful and practical tool for teachers and students to use for a variety of reasons. This kind of shared communication will benefit staff by allowing grade level, ELA, and support teams to be in step and aware of class assignments and expectations. When these models are available to students at any given time, students can learn to check the resources first before asking questions (a form of self-regulation), view a model when working from home or after absences, or even be able to work ahead. When students can rely on this type of structure for guidance, especially after absences, it will lessen the amount of time teachers need to spend re-explaining directions or repeating answers to questions that have already been asked. Students will know to refer to the Google Classroom or teachers can remind them to visit that

resource first before asking a question. This will therefore free up time for teachers to conference one-on-one with students in a more meaningful way.

Practical Guides, Lessons, and Assessments for the ELA Classroom. As research on SDT and the Mindset Theory did not include many practical guides or classroom "how-to's," I have created a collection of practical guides and example units for a middle school ELA classroom. These documents, found in the Appendices, can provide teachers with a foundation for creating an autonomy-supportive ELA classroom that supports a growth mindset.

The practical guides are as follows: essential questions (Appendix Q & R), autonomy-supportive teacher behaviors (Appendix C), daily classroom structure (Appendix S), a teacher's guide to feedback, directives (Appendix O), and praise (Appendix P), ELA lesson-based choices (Appendix M), classroom structure-based choices (Appendix N), steps to retake a test (Appendix E & F), an in-class feedback structure called "Stars and Wishes" (Appendix T & U). The rationales for each of these practical guides are found earlier in this chapter.

In addition, I have created an example informational writing unit, found in Appendix G. This unit is composed of daily schedule and materials, teacher examples, lessons, scoring guides, and the assessment format. For this unit to be effective, teachers should be sure to follow the additional practical guides in the Appendices, especially those regarding the daily classroom structure and supportive feedback, as these are crucial elements to these units.

Additional writing resources from The Write Structure that foster student self-regulation and teacher modeling can be found in Appendix W (Veitch, 2016). All self-created Appendices will be available for download and teacher reuse in a Google Drive folder. The link is found in Appendix X.

Project Evaluation

The ultimate goal of this project is to increase student motivation and self-regulation within a secondary ELA classroom. Minor goals include increasing student autonomy, relatedness, and competence as well as constructing a growth mindset. This will be accomplished by creating a growth-oriented and autonomy-supportive environment in which students' basic psychological needs are met. The success of this project in meeting its goal will be determined through multiple measures utilized throughout the course of the class. There are two student surveys that will be given, hopefully three times in the year, at the beginning, middle, and end of the course. The first survey, simply called "Student Survey" (Appendix Y) will seek to determine students' motivation as well as their perception of their environment, growth, and level of teacher support. The "Mindset Survey" (Appendix Z) will help address what mindset students are maintaining. This survey would be most effective if given at multiple points of the year. Students will also fill out a more casual form of feedback for the teacher and/or class called "Stars and Wishes" found in Appendix T & U. Data from these student evaluations will be compared for changes, either positive or negative, to determine if this support system may have impacted students. Impacts could include a change in mindset, feelings of autonomy, competence, or

connectedness, academic success, levels of motivation or self-regulation, and/or perception of self and learning. At the end of the year, students will fill out a "Student Course Evaluation" (Appendix AA), and this can be used to determine the level success of the course.

Course grades should be compared from the beginning to the end of the year, and in previous years, if available. The teacher could also collect data to compare the number of tests retaken to the levels of academic success. Pre- and post-test data from any academic assessments should also be analyzed for changes. Student responses to the essential questions should also be analyzed throughout the year to note any positive or negative changes in their beliefs about the importance of ELA skills.

Teachers should also utilize any notes from individual teacher-student conferences, student "Stars and Wishes," whole-class discussions, and formative assessments. In addition, teachers should make use of any additional data or reported changes in student behaviors gathered by other school staff, such as other grade level teachers, school counselors or social workers, and school disciplinarians. Doing so can verify if students felt their learning was supported or controlled by the teacher(s) as well as their perceived level of competence. This comparison should be done throughout the course and teachers should adjust conferences, discussions, and lessons based on student progress and feedback. This would improve the likelihood of success in meeting the project goal.

This project can be considered successful if it meets two or more of the criteria:

(A) A majority of students' evaluations show an increase in two of the five "Student Survey" categories: (1) autonomy (2) competence (3) relatedness (4) motivation and pressure (5) teacher style, control, and support.

(B) A majority of students' course evaluations indicate motivation and growth levels have increased throughout the year

(C) A majority of students indicate on their course evaluation that they felt the course structure helped them to grow and had a positive overall impact on them

(D) The teacher's conference notes, discussion notes, and/or student surveys indicate that a majority of students felt their learning was supported, not controlled, by the teacher

(E) The teacher's conference and discussion notes indicate that a majority of students employed self-regulation in the classroom

(F) The students' average course grades have increased; the students average score on the chosen post-test shows an increase from the chosen pre-test

(G) Feedback from other school staff indicate either: lessened behavior issues by the end of the year, increased work ethic by students, increased self-regulation, etc.

Plans for Implementation

In addition to the process outlined in the Project Components section, the implementation of this project will be successful when dedicated teachers take the time to identify with and internalize the reasons behind any classroom changes they

might make in hopes of increasing student motivation (Assor et. al., 2009). First, any staff members who are wishing to adopt this project in hopes of fostering autonomy or promoting the growth mindset should educate themselves on both topics and familiarize themselves with the practical teacher guides provided in the Appendices. Next, teachers must decide what changes they would like to make within their classrooms and if they are making these changes as a single entity, as a grade level team, or as a building. It is imperative that teachers feel in charge of the choices made so their needs for autonomy are met as well as their students' (Assor et. al., 2009).

Once these decisions are made, the next step is to make a commitment to practicing autonomy-support within the classroom, even when their procedures might be tough, time-consuming, or challenged by traditional ways of thinking (Dweck, 2016). The way this plan is successful is through consistency, dedication, and follow-through for each class on a daily basis. Remember that students make judgments about themselves, their learning, and the level of control in the classroom based on every conversation between teacher and student; therefore teachers must be constantly aware of how their words might be interpreted and must be willing to admit mistakes when they are made (Dweck, 2016).

For this plan to have a higher chance of success, teachers should share why the new changes are being made, what the goals of the changes are, and invite students to be a part of the process (Assor et. al., 2009). This would allow students to feel valued and provide them with a sense of ownership over the structure, even if it is in a small way. Overall, the implementation of this project starts with

understanding the need for a change, what changes need to be made, and then a commitment to follow through with the changes. Utilizing the plans outlined above in this chapter and in the following Appendices will provide teachers with the foundation they need to implement this project.

Project Conclusion

To some educators, having students who are eager to learn, able to self-manage their behaviors, and have integrity is just a dream. But it doesn't have to be this way. It may be difficult to imagine a generation of American students who are truly motivated and monitor their own behaviors, but it can become a reality. Research shows that providing students with autonomy-support and teaching them the growth mindset can increase student motivation, self-regulation, and even success, despite the growing external pressures on teachers from administration and standardized testing. Supporting autonomy in the classroom is within reach for any teacher, provided that they are willing to dig in to the philosophies, be open to changes, and determined to follow through. As the literature did not provide many practical means for putting these philosophies to work, this chapter outlined practical guides, lesson plans, frameworks, and ideologies to give teachers the means of expanding student motivation and a growth mindset within a secondary ELA classroom.

There are still a few undeveloped components regarding this project. The project did not address whether or not a school's administration or grade levels would approve of the autonomy-supportive changes. In addition, although this project

suggests that changes be made as a grade level or building wide, the practical applications only apply to an ELA classroom, not other core areas. The project also does not address whether teachers would willingly elect to overhaul their classrooms to produce the necessary changes, and it does not address the willingness of students to participate in and be open to these changes. However, if administration, teachers, and students were taught the philosophies behind learning outlined in this project, they might come to understand the importance of this work and be willing to leave behind traditional ways of thinking and try to break the cycle of apathy.

References

Assor, A., Kaplan, H., Feinberg, O., & Tal, K. (2009). Combining vision with voice: A learning and implementation structure promoting teachers' internalization of practices based on self-determination theory. *Theory and Research in Education, 7*(2), 234-243. doi:10.1177/1477878509104328

Bolkan, S. (2015). Intellectually stimulating students' intrinsic motivation: The mediating influence of affective learning and student engagement. *Communication Reports, 28*(2), 80-91. doi:10.1080/08934215.2014.962752

Bracey, G. (2003). April foolishness: The 20th anniversary of a Nation at Risk. *Phi Delta Kappan, 84*(8), 616-621. doi:10.1177/003172170308400815

Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology, 84*(4), 822-848. doi: 10.1037/0022-3514.84.4.822

Clark, R. E. (2004). The classical origins of Pavlov's conditioning. *Integrative Physiological & Behavioral Science, 39*(4), 279-294. http://dx.dio.org/10.1007/BF02734167

Cordova, D. I., & Lepper, M. R. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of Educational Psychology, 88*(4), 715-730. http://dx.doi.org/10.1037/0022-0663.88.4.715

Corpus, J. H., McClintic-Gilbert, M. S., & Hayenga, A. O. (2009). Within-year changes in children's intrinsic and extrinsic motivational orientations: Contextual predictors and academic outcomes. *Contemporary Educational Psychology, 34*(2), 154-166. http://dx.doi.org/10.1016/j.cedpsych.2009.01.001

Cortright, R. N., Lujan, H. L., Cox, J. H., Cortright, M. A., Langworthy, B. M., Petta, L. M., Tanner, C. J., & DiCarlo, S. E. (2015) Intellectual development is positively related to intrinsic motivation in course grades for female but not male students. *Advances in Physiology Education, 39*(3),181-186. doi:10.1152/advan.00117.2014

Deci, E. L. (1994). Self-determination theory and education. *Ceskoslovenska Psychologie, 38*(5), 420-426.

Deci, E. L. (1995). Why we do what we do: Understanding self-motivation. New York: Penguin Books.

Deci, E. L., Eghrari, H., Patrick, B. C., & Leone, D. R. (1994). Facilitating internalization: The self-determination theory perspective. *Journal of Personality, 62*(1), 119-141. http://dx.doi.org/10.1111/j.1467-6494.1994.tb00797.x

Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin,125*(6), 627-668. http://dx.doi.org/10.1037/0033-2909.125.6.627

Deci, E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Educational Research, 71*(1), 1-27. Retrieved from https://selfdeterminationtheory.org/SDT/documents/2001_DeciKoestnerRyan.pdf

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Publishing Co.

Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. *Handbook of Theories of Social Psychology, 1,* 416-437. doi:10.4135/9781446201022

Deci, E. L., Ryan, R. M., & Guay, F. (2013). Self-determination theory and actualization of human potential. In D. McInerney, H. Marsh, R. Craven, & F. Guay (Eds.), *Theory Driving Research: New Wave Perspectives on Self Processes and Human Development* (p. 109-133). Charlotte, NC: Information Age Press.

Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist, 26*(3), 325-346. https://doi.org/10.1080/00461520.1991.9653137

Dweck, C. S. (2016). *Mindset: The new psychology of success [how we can learn to fulfill our potential].* New York: Ballantine Books.

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95*(2), 256-273. Retrieved from https://communityconnectors.ohio.gov/Portals/0/pdfs/Dweck%20and%20Legget%201988.pdf

Elementary and Secondary Education Act, Pub. L. 89-10, 79 Stat. 27 U.S.C. § 6207 (1965).

Every Student Succeeds Act, Pub. L. 144-95, Stat. 1177 U.S.C. § 1002 (2015).

Froiland, J. M. (2018). Promoting gratitude and positive feelings about learning among young adults. *Journal of Adult Development, 25,* 251-258. doi:10.1007/s10804-108-9294-0

Froiland, J. M., & Worrell, F. C. (2016). Intrinsic motivation, learning goals, engagement, and achievement in a diverse high school. *Psychology in the Schools, 53*(3), 321-336. http://doi.10.1002/pits.21901

Grolnick, W., & Ryan, R. M. (1987). Autonomy in children's learning: An experimental and individual difference investigation. *Journal of Personality and Social Science, 52*(5), 890-898. doi:10.1037/0022-3514.52.5.890

Haimovitz, K., Wormington, S. V., & Corpus, J. H. (2011). Dangerous mindsets: How beliefs about intelligence predict motivational change. *Learning and Individual Differences, 21,* 747-752. doi:10.1016/j.lindif.2011.09.002

Hutt, E., & Schneider, J. (2018). A history of achievement testing in the United States or explaining the persistence of inadequacy. *Teacher College Record: The voice of scholarship in education, 120*(11)*,* 1-34.

Irvin, J. L., Wilson, L. M., & Corpus, D. A. (2001). The effects of reward systems on academic performance. *Middle School Journal, 33*(1), 56-60. Retrieved from http://www.jstor.org/stable/32046995

Jacob, B. A. (2001). Getting tough? The impact of high school graduation exams. *Educational Evaluation and Policy Analysis, 23,* 99-121. https://doi.org/10.3102/01623737023002099

Johnston, P. H. (2004). *Choice words.* Maine: Stenhouse Publishers.

Kohn, A. (1999). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes.* Houghton Mifflin Company: Boston.

Legault, L., Green-Demers, I., & Pelletier, L. (2006). Why do high school students lack motivation in the classroom? Toward an understanding of academic amotivation and the role of social support. *Journal of Educational Psychology, 98*(3), 567-582. doi:10.1037/0022-0663.98.3.567

Liu, Y., & Hou, S. (2018). Potential reciprocal relationship between motivation and achievement: A longitudinal study. *School Psychology International, 38*(1), 38-55. doi:10.1177/0143034317710574

McLeod, S. A. (2018). Simply Psychology. Retrieved from simplypsychology.org.

Meyer, D. K., & Turner, J. C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review, 18,* 377-390. doi:10.1007/s10648-006-9032-1

Minarechova, M. (2012). Negative impacts of high-stakes testing. *Journal of Pedagogy, 3*(1), 82-100. doi:10.2478/v10159-012-0004-x

National Commission of Excellence on Education. (1983). *A nation at risk: The imperative for educational reform: A report to the Nation and the Secretary of Education, United States Department of Education.*

Neher, A. (1991). Maslow's theory of motivation: A critique. *Journal of Humanistic Psychology, 31*(3), 89-112. http://dx.doi.org/10.1177/0022167891313010

Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory into educational practice. *Theory and Research in Education, 7*(2), 133-144. doi:10.1177/1477878509104318

No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002).

Pelletier, L. G., Seguin-Levesque, C., & Legault, L. (2002). Pressure from above and pressure from below as determinants of teachers' motivation and teaching behaviors. *Journal of Educational Psychology, 94*(1), 186-196. doi:10.1037//0022-0663.94.1.186

Positive Behavior Interventions & Supports. (2019). Retrieved from www.pbis.org.

Public Act 173 of 2015, Mich. Pub. Law. 173.103 (2015).

Reeve, J. (2006). Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit. *The Elementary School Journal, 106*(3), 225-236. http://dx.doi.org/10.1086/501484

Reeve, J., & Halusic, M. (2009). How K-12 teachers can put self-determination theory principles into practice. *Theory and Research in Education, 7*(2), 145-152. doi:10.1177/1477878509104319

Reeve, J., Jang, H., Carrell, D., Jeon, S., & Barch, J. (2004). Enhancing students' engagement by increasing teachers' autonomy support. *Motivation and Emotion, 28*(2), 147-169. https://doi.org/10.1023/B:MOEM.0000032312.95499.6f

Ryan, R. M., & Deci, E. L. (2000a). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68-78. doi:10.1037//0033-066X.55.1.68

Ryan, R. M., & Deci, E. L. (2000b). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25,* 54-67. doi:10.1006/ceps.1999.1020

Ryan, R. M., & Deci, E. L. (2009). Promoting self-determined school engagement: Motivation, learning, and well-being. In K. R. Wenzel & A. Wigfield (Eds.), *Educational psychology handbook series. Handbook of motivation at school* (pp. 171-195). New York, NY, US: Routledge.

Ryan, R. M., & Deci, E. L. (2011). A self-determination theory perspective on social, institutional, cultural, and economic supports for autonomy and their importance for well-being. *Human Anatomy in Cross-Cultural Context, 1,* 45-64. doi:10.1007/978-90-481-9667-8_3

Ryan, R. M., & Grolnick, W. S. (1986). Origins and pawns in the classroom: Self-report and projective assessments of individual differences in children's perspectives. *Journal of Personality and Social Psychology, 50*(3), 550-558. Retrieved from http://selfdeterminationtheory.org/SDT/documents/1986_RyanGrolnick_JPSP

Ryan, R. M., & Weinstein, N. (2009). Undermining quality teaching and learning: A self-determination theory perspective on high-stakes testing. *Theory and Research in Education, 7*(2), 224-223. doi:10.1177/1477878509104327

"Self-determination." Merriam-Webster. (2011). Retrieved from https://www.merriam-webster.com/dictionary/self-determination

Self-Determination Theory. (2019). Retrieved from www.selfdeterminationtheory.org

Staddon, J. E. R., & Cerutti, D. T. (2003). Operant Conditioning. *Annual Review of Psychology, 54,* 115-144. Retrieved from https://www.annualreviews.org/doi/abs/10.1146/annurev.psych.54.101601.145124

"State Education Reforms (SER)." National Center for Education Statistics. (2018). Retrieved from https://nces.ed.gov/programs/statereform/tab5_14.asp

Steeves, K. A., Bernhardt, P. E., Burns, J. P., & Lombard, M. K. (2009). Transforming American educational identity after Sputnik. *American Educational History Journal, 36*(1), 71-87. Retrieved from https://www.researchgate.net/profile/James_Burns13/publication/234723776_Transforming_American_Educational_Identity_after_Sputnik/links/56212e1308aed8dd1943e279/Transforming-American-Educational-Identity-after-Sputnik.pdf

Stone, D. N., Deci, E. L., & Ryan, R. M. (2009). Beyond talk: Creating autonomous motivation through self-determination theory. *Journal of General Management, 34*(3), 75-91. Retrieved from http://selfdeterminationtheory.org/SDT/documents/2009_StoneDeciRyan_JGM.pdf

Su, Y., & Reeve, J. (2010). A meta-analysis of the effectiveness of intervention programs designed to support autonomy. *Educational Psychology Review, 23,* 159-188. doi:10.1007/s10648-101-9142-7

U.S. Department of Education. (2009). *Race to the Top Program Executive Summary.*

Vallerand, R. J., Fortier, M. S., & Guay, F. (1997). Self-determination and persistence in a real-life setting: Toward a motivational model of high school dropout. *Journal of Personality and Social Psychology, 72*(5), 1161-1176. Retrieved from https://selfdeterminationtheory.org/SDT/documents/1997_VallerandFortierGuay_JPSP.pdf

Veitch, L. K. (2017). *The Write Structure.* Michigan: Dave Stuart Consulting LLC.

Young, M. R. (2005). The motivational effects of the classroom environment in facilitating self-regulated learning. *Journal of Marketing Education, 27*(1), 25-40. doi:10.1177/0273475304273346

Yu, C., Li, X., Wang, S., & Zhang, W. (2016). Teacher autonomy support reduces adolescent anxiety and depression: An 18-month longitudinal study. *Journal of Adolescence, 49,* 115-123. Retrieved from http://selfdeterminationtheory.org/wp-content/uploads/2017/04/2016_YuLiWangZhang_JoA.pdf

Appendix A

A Taxonomy of Human Motivation

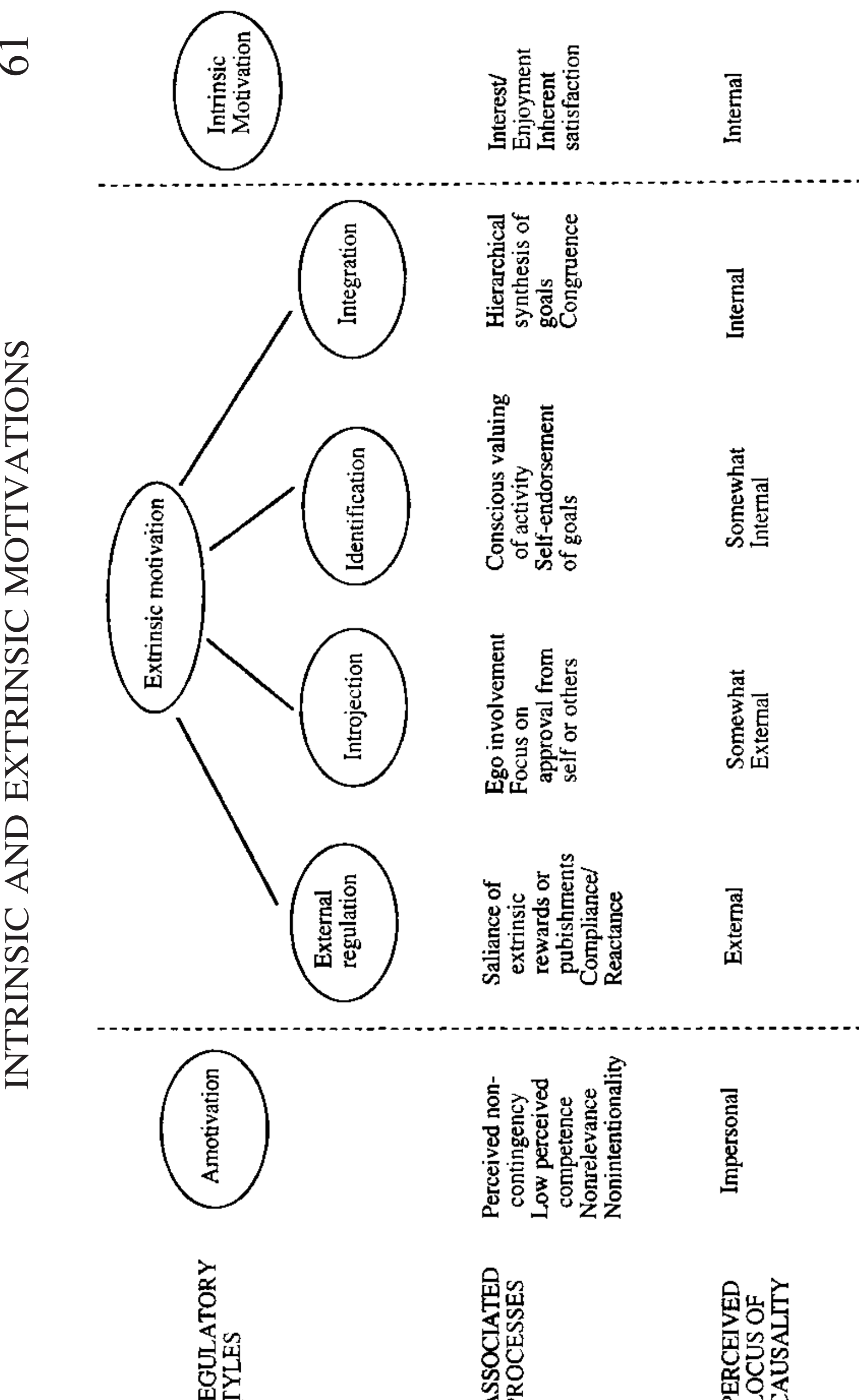


FIG. 1. A taxonomy of human motivation.

Reprinted with permission from Elsevier

Appendix B

The Psychology Behind Learning: A Motivation and Mindset Infographic

An overview of:

The Psychology behind Learning

When we understand how students learn and grow, we can transform the way we teach

As teachers, we want our students to internalize good behaviors, be motivated to learn, and value their education. We want them to be successful, put forth effort, and build strong relationships.

But how do we get there?

Social Psychology

posits that our *social environments* have a huge impact on how we learn and grow. The social settings we find ourselves in influence our attitudes, values, motivations, and behaviors.

Therefore,

since American students spend over

15,000 hours

in schools, our classrooms represent an environment that has an *enormous impact* on people.

This means that

teachers have a huge opportunity to impact students' success, motivation, well-being, and growth.

This impact can be either positive or negative, depending on the teacher's style.

What impacts motivation?

- Social environment
- Teacher style
- Teacher feedback
- Teacher directives
- Challenge level
- Student-teacher relationship
- Student relationships
- Choice
- Levels of support
- How much control a student perceives

Teachers can reconsider:

- How much choice & control they give students
- How they give feedback & directives
- How they support relationships
- The challenges offered to students

Created by Jennifer Slack, 2019

A look into

Motivation

Students must have their basic psychological needs met within the classroom to have high levels of motivation or success. (Self-Determination Theory, 1985)

If these needs are not met, students' levels of motivation, well-being, and performance plummet.

Autonomy

Autonomy is the feeling of having control over one's choices and learning.

Competence

Competence is the need to feel capable in one's environment. In school, it is known as an optimal challenge

Relatedness

Relatedness is the need to have significant, close relationships with the people in your environment, including students and teachers

The ways in which teachers provide for these needs can change what types of motivation students have. The more these needs are controlled or undermined, the more they will be motivated for negative reasons. This will result in students who do not internalize important values and will not use these behaviors on their own.

Types of motivation & which types are good for students and which are not

External Extrinsic Motivation

Occurs when behaviors driven by *negative* external pressure

Behavior is NOT self-regulated

Pressures come from outside, like:
Rewards
Grades
Threats
Comparison
Ego/praise

This kind of motivation & pressure will likely *decrease* students' performance and overall effort, not increase it

Internal Extrinsic Motivation

Occurs when activities are done because a student *values* the task, but does not find it inherently interesting

Behavior IS self-regulated

Pressure comes from *within* because the student values the task or the skill associated with the task

This kind of motivation is likely to *increase* performance and the internalization of associated behaviors

Intrinsic Motivation

Occurs when an action is completed because it is *inherently* interesting

Behavior IS self-regulated

There is *no pressure*. A student is engaging in this activity or behavior because it is fun, interesting, or satisfying.

Intrinsic motivation is the highest level of motivation one can attain, but is less commonly found in an academic setting

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum.

Created by Jennifer Slack, 2019

A look into

Mindset

The beliefs students (and all people) hold about the nature of intelligence have a profound impact on their learning and growth. These are called "mindsets." (Dweck, 2016)

There are two different kinds of mindsets: the Fixed Mindset and the Growth Mindset.

Types of mindsets

The Fixed Mindset VS. **The Growth Mindset**

The Fixed Mindset

People who have a Fixed Mindset believe that intelligence is "fixed" or CANNOT be increased

People in the fixed mindset are preoccupied with proving their intelligence

If students think they *cannot* become smarter, they are likely to:
-give up
-put in less effort
-not take risks
-reject opportunities to learn
-view failure as detrimental
-feel the urge to prove themselves

The Growth Mindset

People who have a Growth Mindset believe that intelligence is malleable and CAN be cultivated and increased

People in the growth mindset are focused on learning and growth

If students think they *can* become smarter, they are likely to:
-persevere
-put forth more effort
-take risks
-relish challenges
-view failures as learning opportunities
-"stretch" themselves

If educators teach our students that knowledge and intelligence is something that can be cultivated, they will realize that learning is a PROCESS and that it takes time and effort.

However, this process starts first with the teacher's reconsideration of their own mindset. Now ask yourself:

What are my beliefs about learning? Am I communicating that to my students?

Dweck, C. S. (2016). *Mindset: The new psychology of success.* New York: Ballantine Books.

Created by Jennifer Slack, 2019

Appendix C

Autonomy Support in the Classroom Infographic

AUTONOMY SUPPORT refers to the capacity for one person's actions to influence another's feelings of control and self-determination.

AUTONOMY SUPPORT IN THE CLASSROOM

Behaviors and qualities to adopt to support student motivation and growth

AUTONOMY SUPPORTIVE TEACHER BEHAVIORS

1. Provide students with choice, no matter how small
2. Encourage creativity, exploration, and alternate perspectives
3. Acknowledge students' perspectives, even when they're negative
4. Listen carefully, be responsive to students' concerns and thoughts
5. Provide a meaningful rationale for all tasks
6. Create opportunities for students to work in a way that supports their learning style
7. Use non-controlling language, especially with directives and feedback
8. Use non-controlling language, especially with directives and feedback
9. Use non-controlling language, especially with directives and feedback
10. Use non-controlling language, especially with directives and feedback

"When people act autonomously, rather than being controlled or amotivated, **they act with a sense of choice, are more mindful, think flexibly, and express their values and interests. Such actions... result in psychological health & well-being."**

(Ryan & Deci, 2011)

Created by Jennifer Slack, 2019

WHY DOES AUTOMOMY SUPPORT MATTER?

STUDIES SHOW

that students who experience autonomy support ...

...in comparison to students whose autonomy is not supported.

Created by Jennifer Slack, 2019

Appendix D

Grading System Explanation: A Handout to Parents

SCHOOL NAME GRADING POLICY

GRADE LEVEL

CLASSES

Our philosophy

Hello and welcome to the 8th Grade! We are delighted to begin a successful year and look forward to getting to know both you and your child as the year progresses.

It is our desire to help your child meet his or her fullest potential by providing an environment that is safe, supportive, diverse, and, of course, fun! We believe that learning is an ongoing process and that grades should reflect that. Therefore, our goal is to give your child a sufficient number of opportunities to demonstrate his or her understanding of the 8th grade curriculum throughout the year.

GRADING POLICY

Required practice (or homework) is worth 10% of your child's grade.

Assessments are worth 90% of your child's grade

Required Practice

Required practice (homework), will count for 10% of the course grade.

We use the term "required practice" to help students understand that completing homework is a learned behavior that is needed to advance oneself. Therefore, the term signifies that quality practice is required to be successful in class.

Completed Required Practice

- All required practice is due in completion by the due date
- Complete, on-time practice will result in a "1" recorded in the gradebook.
- Please check the online gradebook for information about your child's work habits.

Incomplete Required Practice

- Incomplete required practice will result in a "0" recorded in the gradebook
- Students are unable to retake tests if their required practice is not complete
- Required practice completed LATE will receive half credit ".5" and allows the opportunity to retake
- Should we see a pattern of incomplete required practice, we will schedule a meeting to determine possible causes and methods to solve the problem.

Assessments/Tests

Assessments and tests will count for 90% of the course grade.

Grading Scale

Each test is graded on a 5-point scale.

5: Mastery
4.5: Near mastery, missing only a few details
4: Understanding of objective with satisfactory supporting details
3: Basic understanding of objective; needs additional supporting details
2: Understanding of objective incomplete and missing supporting details
1: Little evidence of either objective or details
0: Incomplete attempt or no evidence of either objective or details OR did not complete/turn in

Retakes

Students may retake any and all tests for an improved score. This is because learning is a process and understanding can be increased with effort and hard work.

- Students must have their required practice complete to qualify for a retake
- Students must follow the steps provided on the following "Steps to Retake an Assessment" page
- Retake score will completely replace the original score, provided that the retake score is higher
- Teachers will make a notation of any retakes in the comment section of the gradebook
- Students are allowed to retake a test more than once, provided that they follow the retake steps every time.

Created by Jennifer Slack, 2019

SCHOOL NAME GRADING POLICY

GRADE LEVEL

CLASSES

8th GRADE EXPECTATIONS

We expect 8th graders, with encouragement, to advocate for themselves. Your child should communicate with teachers about the following:

Difficulty understanding & any requests for help

Scheduling review sessions & following through with the retake steps

Make up work after absences

Planned absences. Teachers prefer at least a week's notice to gather all materials.

Any missing or late required practices or assessments

Any concerns or questions they might have regarding the class or content or any other important communication

Sincerely,

Teacher Name
Room Number/Phone Number
Email Address

Teacher Name
Room Number/Phone Number
Email Address

Teacher Name
Room Number/Phone Number
Email Address

Teacher Name
Room Number/Phone Number
Email Address

Teacher Name
Room Number/Phone Number
Email Address

Teacher Name
Room Number/Phone Number
Email Address

PLEASE SIGN AND RETURN THE FOLLOWING PORTION OF THIS FORM TO YOUR FOCUS TEACHER

I have read and understood the grading and homework policies for the 8th grade.
I have read and understood the behavior expectations of my child for this school year.

Student Name (Printed): ____________________

Student's Focus Teacher: ____________________

Parent/Guardian Name (Printed): ____________________

Parent/Guardian Signature: ____________________

Created by Jennifer Slack, 2019

Appendix E

Printable Steps for Retakes (Student Version)

STEPS TO RETAKE AN ASSESSMENT

with 6 easy steps

Complete all required practice

Be sure to check in it with your teacher!

Schedule a review session with your teacher

Must be within two weeks of receiving the test back

Attend review session

Bring original test with you. Your teacher will give you the study task you need to complete.

Complete study task

You will receive one week to complete the task.

Check in study task with teacher

This step is optional and allows for additional feedback before a retake

Retake test
OR
Resubmit an revised assessment

For retakes: bring original test and study task. Turn in to teacher to receive retest.

For revisions: print a fresh copy of the revised work, staple to the original work, hand in to teacher

Your retake score will replace your original score

unless retake score is lower than the original score

Created by Jennifer Slack, 2019

Appendix F

Detailed Steps for Retakes (Teacher Version)

Detailed Steps for Retakes

As the Growth Mindset philosophy suggests that grades should reflect learning, students are able to retake or revise any and all tests throughout the year, provided that they complete their required practice for that unit and show their teacher.

As ELA assessments vary, a "redo" might look different depending on the assessment. Some assessments require students to completely retake a test whereas others require only revisions. I will delineate using the following:

- Retake: This means students will retake an entire test. This is for tests that are given in class, such as a grammar or comprehension test.
- Revision: This means students will only need to revise certain parts of their work. This is type of redo is reserved for essays or project-based lessons. Students would not need to completely restart their essay.

Student Redo Steps in Detail:

Step 1: Student must complete all required practice and check it in with the teacher to be eligible to redo an assessment. Students who completed their required practice after the due date are still eligible to redo as long as they have shown their work to their teacher. Students who have not completed their required practice or not shown their completed work to the teacher are not eligible for a redo until they have done so.

Step 2: Student must schedule a review session within two weeks of receiving a test back. Students cannot wait until the end of the term and redo all previous assessments. It is suggested that teachers have a sign up system in their room to increase student self-management.

Step 3: Student then attends the review session, bringing the original test or essay with him or her to review. It is suggested that a teacher should not review with a student until he or she brings the original assessment to the session.

During the review session, the teacher will provide re-teaching and answer student questions. At the conclusion of the review session, the teacher will present the student with a study task or the revision requirements as well as an explanation as to how to complete the task. It is suggested that the teacher write the redo requirements on the back on the original test to encourage student self-regulation.

This review session should be given by the classroom teacher, not a support or special education staff member. This is to ensure that the correct information and requirements are being communicated, that all students are expected to follow the same guidelines, and to build the student-teacher relationship. Students can seek out support or special education staff for additional help after the initial review session, if desired.

Step 4: Student must complete the study task or revisions that were explained during review session. It is suggested that students should have one week to complete the revisions or study task. Therefore, the revisions would need to be turned in within the week or a retake would need to be taken within the week. Students become ineligible for a retake if they surpass that timeframe unless otherwise stated by the teacher.

Step 5 (optional): Student can ask the teacher review the study task or revisions to provide additional feedback before handing in their revisions or retaking the test. This gives the student the opportunity to fix any additional mistakes or address any additional misunderstandings.

Step 6 (Retakes only): Student schedules the date and time of their retake and then attends scheduled date. Student must bring completed study task from Step 4 and original test. Both should be turned in to teacher to receive a retake test. Student retakes test. When finished, student should staple the retake to the original test and study task. New score will completely replace the old score, provided that the new grade is higher.

Step 6 (Revisions only): Print or provide a fresh copy of the essay/work, staple to original essay/work, and turn in to the teacher. New score will completely replace the old score, provided that the new grade is higher.

Note: Students can repeat this process as many times as needed to attain the grade of choice, provided that he or she follows all 6 redo steps each time. This is allowed because if students work hard to show they understand the concept and can apply their understanding on a test, the grade should reflect their learning, not simply their first attempt.

Created by Jennifer Slack, 2019

Appendix G

Example ELA Informational Essay Unit

Informational Essay Unit Schedule

Day 1	Day 2	Day 3	Day 4	Day 5
Due Today: **Main Lesson:** 1. Discussion: Why do we write? 2. Hand out outline + introduce assignment 3. Attention grabbers (notes and example) **Student Work Time:** Students write two attention grabbers on the back of the outline (blank page) **Required Practice:** Two attention grabbers due Day 2	**Due Today:** Two attention grabbers **Main Lesson:** 1. Decide on which attention grabber is stronger 2. Introduction (notes and example) **Student Work Time:** Students complete their introduction page on the outline **Required Practice:** Introduction due Day 3	**Due Today:** Introduction **Main Lesson:** 1. Layout of body paragraphs 2. Body paragraphs (notes and example of body paragraph 1) **Student Work Time:** Students work on their body paragraphs on outline **Required Practice:** Body paragraphs due Day 5	**Due Today:** **Main Lesson:** 1. Review body paragraphs (example of body paragraph 2) **Student Work Time:** Students complete their body paragraphs on outline **Required Practice:** Body paragraphs due Day 5	**Due Today:** Both body paragraphs **Main Lesson:** 1. Conclusion (notes and example) **Student Work Time:** Students complete their conclusion on the outline **Required Practice:** Conclusion due Day 6

Created by Jennifer Slack, 2019

Day 6	Day 7	Day 8	Day 9	Day 10	Day 11
Due Today: Conclusion **Main Lesson:** 1. Revising lesson using highlighters *Teacher should incorporate mistakes in their own example to highlight repetitiveness. See Subtopic #2 in the example highlighted outline copy.* **Student Work Time:** Students are highlighting and revising their outline. Students then may start typing out their essays. **Required Practice:** Typed essay (with first revisions from outline) due Day 9	**Due Today:** **Main Lesson:** 1. Citations 2. MLA format review **Student Work Time:** Students are typing their essay. Students are completing their citations and making sure their essay is in MLA format. **Required Practice:** Typed essay (with first revisions from outline) due Day 9	**Due Today:** **Main Lesson:** 1. Rubric 2. Students grade the teacher's "bad" essay example **Student Work Time:** Students are working with a partner on grading the essay. Students then will report out their grades and compare them to the teacher's responses. If students have leftover time, they may work on typing their essay. **Required Practice:** Typed essay (with first revisions from outline) due Day 9 5	**Due Today:** Typed essay (with first revisions from outline) **Main Lesson:** 1. Review Rubric 2. How to peer revise **Student Work Time:** Students are peer revising with a partner. Students could use a checklist, similar to the one entitled "Inspirational Individual Checklist" found later in this Appendix. **Required Practice:** 1. Typed essay (with second revisions from peer edit) due Day 10 2. Final essay (printed) due Day 11	**Due Today:** Typed essay (with second revisions) **Main Lesson:** 1. Teacher leads students through a checklist of revisions (MLA format, no personal pronouns, etc.) 2. Review anything students need **Student Work Time:** Students are typing their essay **Required Practice:** Final essay (printed) due Day 11	**Due Today:** Final typed essay printed for a grade ***The class can then begin a new unit***

Notes on Schedule:

1. What is listed in "due today" should be checked in with each student during the work time that day
2. This schedule is designed with the idea that students will also be engaging in a bell ringer or writing warm type of activity to start the hour, such as a grammar or writing exercise.
3. Main lessons should last no longer than 20 minutes.
4. Students should receive at least 20 minutes of work time during the hour. This allows them time to ask questions and the teacher to provide feedback on the previous days' work.
5. Tip 1: If your students have access to technology, scan your examples into a Google Classroom so that students can view a model while they work, either at school or at home.
6. Tip 2: Be sure to post the weekly schedule or due dates in multiple spaces in your room. It is suggested that schedules and due dates are written in a place that can be viewed during the hour, not just on an agenda shown at the beginning of the hour.

Printable Outline

Informational Essay Outline

Name/Hour: ________________________________

Topic: ____

******* ******* ******* ******* *******

PARAGRAPH #1: INTRODUCTION

Grab your reader's attention, provide background information about your topic, state your topic (who is your inspirational individual) + briefly state your two supporting subtopics (why are they inspiring?)

Attention Grabber

____

____

____

____

____

Background knowledge

____

____

____

____

____

____

THESIS STATEMENT (clearly state your claim and 2 subtopics)

____

____

____

____

PARAGRAPH 2: SUBTOPIC #1
Body paragraphs state main ideas that support your thesis. Body paragraphs use facts from credible sources

Transition into first subtopic that supports your claim

____

____

____

Evidence (direct quote) from a credible source that supports subtopic #1

____

____

____

____

____

____

Explain quote (in your own words)

____

____

____

____

Explain how this quote/evidence connects back to your claim/point

____

____

____

____

PARAGRAPH 3: SUBTOPIC #2

Body paragraphs state main ideas that support your thesis. Body paragraphs use facts from credible sources.

Transition into second subtopic

____

____

____

Evidence (direct quote) from a credible source that supports subtopic #2

____

____

____

____

____

____

Explain quote (in your own words)

____

____

____

____

Explain how this quote/evidence connects back to your claim/point

____

____

____

____

PARAGRAPH 4: CONCLUSION
Summarize reasons and evidence to support your claim, restate your subtopics & give the audience somethin to reflect on

Transition into summary of entire topic (connect back to thesis)

____

____

____

____

____

Summarize your two subtopics

____

____

____

____

____

SO WHAT? (What's the takeaway from all of this information? What can you learn?)

____

____

____

____

____

____

____

____

Created by Jennifer Slack and Lindsay Veitch, 2012

Grade 8 Informational Writing Rubric

Informational Essay 8th Grade Rubric	**Not Stated (0)**	**Attempts (1)**	**Almost Meets (2)**	**Meets (3)**	**Comments**
Paragraph 1: Introductory Paragraph					
Attention grabber					
Adequate and accurate **background knowledge**					
Thesis: state overall topic and two subtopics clearly					
Paragraph 2: Body Paragraph #1					
Identify It! (Identifies a subtopic that clearly supports position & reason is sound)					
Prove It! (Supports subtopic with relevant evidence as a direct quote and paraphrase with MLA citation)					
Bring it Back Around! (Supports subtopic with logical reasoning)					
Paragraph 3: Body Paragraph #2					
Identify It! (Identifies a subtopic that clearly supports position & reason is sound)					
Prove It! (Supports subtopic with relevant evidence as a direct quote and paraphrase with MLA citation)					
Bring it Back Around! (Supports subtopic with logical reasoning)					
Paragraph 4: Conclusion Paragraph					
Provides a concluding statement or section that follows from and supports the argument presented					
Format and Language					
Uses MLA Format (includes Works Cited)					
Establishes and maintains a formal style (no personal pronouns)					
Uses grade-appropriate conventions correctly					

5 = 38-39 **4.75** = 36-37 **4.5** = 34-35 **4.25** = 32-33 **4** = 30-31 **3.5** = 28-29 **3** = 23-27 **2.5** = 20-22 **2** = 16-19 **1** = <16

Caledonia Community Schools - 2012

Created by Jennifer Slack and Lindsay Veitch, 2012

Informational Essay Outline

Name/Hour: Mini Lesson Student Notes

Person: ______________________

******* ******* ******* ******* *******

PARAGRAPH #1: INTRODUCTION

Grab your reader's attention, provide background information about your topic, state your topic (who is your inspirational individual) + briefly state your two supporting subtopics (why are they inspiring?)

Attention Grabber choose: description, definition, or quote + transition sentence

Background knowledge 3 sent. or so → what does your reader need to know? what's your person known for?

THESIS STATEMENT (clearly state your claim and 2 subtopics)

___name___ is an inspirational individual because ___sub1___ and ___sub 2___.

List subtopic 1

PARAGRAPH 2: SUBTOPIC #1

Body paragraphs state main ideas that support your thesis. Body paragraphs use facts from credible source

Transition into first subtopic that supports your claim ID it! state in new way

Evidence (direct quote) from a credible source that supports subtopic #1

According to " article title ",

" ."

Explain quote (in your own words) paraphrase

Explain how this quote/evidence connects back to your claim/point → to why this makes them inspirational

list subtopic 2

PARAGRAPH 3: SUBTOPIC #2

Body paragraphs state main ideas that support your thesis. Body paragraphs use facts from credible sources.

Transition into second subtopic ID it! state in new way

Not only does ___person___ inspire others by ___sub1___, he/she also ___sub2___

Evidence (direct quote) from a credible source that supports subtopic #2

The article "___article title___" states, "

."

Explain quote (in your own words) paraphrase

Explain how this quote/evidence connects back to your claim/point → why does this make them inspirational?

PARAGRAPH 4: CONCLUSION

Summarize reasons and evidence to support your claim, restate your subtopics & give the audience something to reflect on No "in conclusion" ü

Transition into summary of entire topic (connect back to thesis) → inspiring

Altogether, ______ person ______ is clearly a role model.
Overall,
All in all,
In sum,

Summarize your two subtopics restate in **new** way

SO WHAT? (What's the takeaway from all of this information? What can you learn?) Bring a real life Q or lesson or thought to your reader

personal pronouns **OK**!

ATTENTION GRABBERS

choose 2 options below

DESCRIPTION (put a picture in your reader's head) + transition sentence

Imagine staring into the faces of hundreds of people you've never met before, your heart racing faster than ever before. They're all here for you, to support you on this momentous day: the day you recieve a Nobel Peace Prize. These are thoughts that Malala Yousafzai might have had the day she became the youngest person to ever recieve this award.

DEFINITION (choose a word + transition sentence)

Advocate (noun): a person who speaks or writes in support or defense of a person, cause, etc. Malala Yousafzai is an advocate for girls around the world, taking a stand for education and equality.

QUOTE (choose quote from your person + transition sent.)

"When the whole world is silent, even one voice becomes powerful." Malala Yousafzai, the speaker of these words, is a living example of the power one voice can have.

Grade 8 Informational Writing Rubric

Informational Essay 8th Grade Rubric	Not Stated (0)	Attempts (1)	Almost Meets (2)	Meets (3)	Comments
Paragraph 1: Introductory Paragraph					
Attention grabber either: description, definition, or quote + transition sentence					
Adequate and accurate **background knowledge** 3 sent. or so, what your person is known for					
Thesis: state overall topic and two subtopics clearly inspirational ↵ one sentence					
Paragraph 2: Body Paragraph #1					
Identify It! (Transitions into a subtopic that clearly supports thesis & reason is sound) stated differently than thesis					
Prove It! (Supports subtopic with relevant and reliable evidence with a direct quote and paraphrase using MLA citation) intro, "quote," paraphrase					
Bring it Back Around! (Supports subtopic with logical reasoning and explains connection to thesis) → to why this makes them inspiring					
Paragraph 3: Body Paragraph #2					
Identify It! (Transitions into a subtopic that clearly supports thesis & reason is sound) stated differently than thesis					
Prove It! (Supports subtopic with relevant and reliable evidence with a direct quote and paraphrase using MLA citation) intro, "quote," paraphrase					
Bring it Back Around! (Supports subtopic with logical reasoning and explains connection to thesis) → to why they're inspiring					
Paragraph 4: Conclusion Paragraph					
Provides a concluding statement or section that follows from and supports the argument presented wrap up, reflection (so what), no new info					
Format and Language					
Uses MLA Format (includes Works Cited)	5+	4	3	0-2	
Establishes and maintains a formal style (no personal pronouns) except in so what	3	2	1	0	includes referring to person by last name only
Uses grade-appropriate conventions correctly	7+	5-6	3-4	0-2	

5 = 38-39 **4.75** = 36-37 **4.5** = 34-35 **4.25** = 32-33 **4** = 30-31 **3.5** 28-29 **3**=23-27 **2.5** 20-22 **2** = 16-19 **1** = < 16

→ spelling/typos, capitals; commas → IC, FB IC, DC, IC; punctuation; complete sentences

Created by Jennifer Slack, 2019

Teacher Example Outline

Informational Essay Outline Name/Hour: Teacher Model

Topic: Inspirational Individual- Malala Yousafzai

******* ******* ******* ******* *******

PARAGRAPH #1: INTRODUCTION

Grab your reader's attention, provide background information about your topic, state your topic (who is your inspirational individual) + briefly state your two supporting subtopics (why are they inspiring?)

Attention Grabber

"When the whole world is silent, even one voice is powerful." Malala Yousafzai, the speaker of these words, is an example of the power of one voice.

Background knowledge

At the mere age of eleven, she stood out as one of the bravest young women in Pakistan. Her blog provided the world with an honest picture of what it was like to live under the Taliban's rule, shedding light on their cruelty. Her reward for taking a stand was an attempt on her life, but luckily, she survived. Despite this near death experience, she continues to fight for all those suffering from injustice.

THESIS STATEMENT (clearly state your claim and 2 subtopics)

Malala Yousafzai is an inspirational individual because she continued to speak out after she was attacked and she advances / girls' education around the world.

SUB 1 SUB 2

Created by Jennifer Slack, 2019

SPOKE OUT

PARAGRAPH 2: SUBTOPIC #1

Body paragraphs state main ideas that support your thesis. Body paragraphs use facts from credible sources.

Transition into first subtopic that supports your claim

It is clear that Yousafzai used her voice to spark change, so much so that the Taliban attempted her murder. However, she did not let this experience silence her. Instead, it made her voice stronger.

Evidence (direct quote) from a credible source that supports subtopic #1

According to "Malala Yousafzai Biography: Activist," "As a child, she became an advocate for girls' education, which resulted in the Taliban issuing a death threat against her. On Oct. 9, 2012, a gunman shot Malala... she survived and has continued to speak out on the importance of education... urging world leaders to change their policies."

Explain quote (in your own words)

Any other person could have used this traumatic incident to remove themselves from the fight, but Yousafzai remained a strong proponent of education and equality.

Explain how this quote/evidence connects back to your claim/point

Her choice to endure life threatening risks and danger to promote equality proves Yousafzai's courage and determination.

EDUCATION

PARAGRAPH 3: SUBTOPIC #2

Body paragraphs state main ideas that support your thesis. Body paragraphs use facts from credible sources.

Transition into second subtopic

Not only has Yousafzai overcome an almost fatal attack, she continues to further equal access to education on a global scale.

Evidence (direct quote) from a credible source that supports subtopic #2

"Malala's Story" reveals that, "Malala became a global advocate for millions of girls being denied a formal education... Malala & Ziauddin co-founded The Malala Fund to bring awareness to the social & economic impact of girls' education and to empower girls to raise their voices... the goal of the fund is to provide 12 years of safe, quality education and break the cycle of poverty."

Explain quote (in your own words)

Yousafzai's choice to create a fund that empowers and educates young women shows her commitment to the cause.

Explain how this quote/evidence connects back to your claim/point

She changed the world's outlook on education and provoked a global discussion on equality. Yousafzai uses her voice to promote the power of education and to build a better system for all people, proof of her fortitude.

PARAGRAPH 4: CONCLUSION
Summarize reasons and evidence to support your claim, restate your subtopics & give the audience something to reflect on

Transition into summary of entire topic (connect back to thesis)

Altogether, these two examples show why Malala Yousafzai is an inspiring role model.

Summarize your two subtopics

She has overcome death itself in an attempt to unveil the injustices still present in the rights to education and equality, and even the right to speak. Yousafzai has used her story not only to stand up for herself, but for thousands like her.

SO WHAT? (What's the takeaway from all of this information? What can you learn?)

Each person has the ability to transform the world around them by using their voice to better society. Ultimately, it is their choice to take a stand for what they believe in or to remain silent. When it matters most, what will you use your voice for?

Teacher Outline Example with Highlights (Used for Revision Lesson)

Informational Essay Outline Name/Hour: Teacher Model

Topic: Inspirational Individual- Malala Yousafzai

******* ******* ******* ******* *******

PARAGRAPH #1: INTRODUCTION

Grab your reader's attention, provide background information about your topic, state your topic (who is your inspirational individual) + briefly state your two supporting subtopics (why are they inspiring?)

Attention Grabber

"When the whole world is silent, even one voice is powerful." Malala Yousafzai, the speaker of these words, is an example of the power of one voice.

Background knowledge

At the mere age of eleven, she stood out as one of the bravest young women in Pakistan. Her blog provided the world with an honest picture of what it was like to live under the Taliban's rule, shedding light on their cruelty. Her reward for taking a stand was an attempt on her life, but luckily, she survived. Despite this near death experience, she continues to fight for all those suffering from injustice.

THESIS STATEMENT (clearly state your claim and 2 subtopics)

Malala Yousafzai is an inspirational individual because she continued to speak out after she was attacked and she advances girls' education around the world.

transitions

subtopic1 SUB 1

subtopic 2 SUB 2

claim - inspirational individual

Created by Jennifer Slack, 2019

SPOKE OUT

PARAGRAPH 2: SUBTOPIC #1

Body paragraphs state main ideas that support your thesis. Body paragraphs use facts from credible sources.

Transition into first subtopic that supports your claim

It is clear that Yousafzai used her voice to spark change, so much so that the Taliban attempted her murder. However, she did not let this experience silence her. Instead, it made her voice stronger.

Evidence (direct quote) from a credible source that supports subtopic #1

According to "Malala Yousafzai Biography: Activist," "As a child, she became an advocate for girls' education, which resulted in the Taliban issuing a death threat against her. On Oct. 9, 2012, a gunman shot Malala... she survived and has continued to speak out on the importance of education... urging world leaders to change their policies."

Explain quote (in your own words)

Any other person could have used this traumatic incident to remove themselves from the fight, but Yousafzai remained a strong proponent of education and equality.

Explain how this quote/evidence connects back to your claim/point

Her choice to endure life threatening risks and danger to promote equality proves Yousafzai's courage and determination.

EDUCATION

PARAGRAPH 3: SUBTOPIC #2
Body paragraphs state main ideas that support your thesis. Body paragraphs use facts from credible sources.

Transition into second subtopic

Not only has Yousafzai overcome an almost fatal attack, she continues to further equal access to education on a global scale.

Evidence (direct quote) from a credible source that supports subtopic #2

"Malala's Story" reveals that, "Malala became a global advocate for millions of girls being denied a formal education... Malala & Ziauddin co-founded The Malala Fund to bring awareness to the social & economic impact of girls' education and to empower girls to raise their voices... the goal of the fund is to provide 12 years of safe, quality education and break the cycle of poverty."

Explain quote (in your own words)

Yousafzai's choice to create a fund that empowers and educates young women shows her commitment to the cause.

Explain how this quote/evidence connects back to your claim/point

She changed the world's outlook on education and provoked a global discussion on equality. Yousafzai uses her voice to promote the power of education and to build a better system for all people, proof of her fortitude.

PARAGRAPH 4: CONCLUSION

Summarize reasons and evidence to support your claim, restate your subtopics & give the audience something to reflect on

Transition into summary of entire topic (connect back to thesis)

Altogether, these two examples show why Malala Yousafzai is an inspiring role model

Summarize your two subtopics

She has overcome death itself in an attempt to unveil the injustices still present in the rights to education and equality, and even the right to speak. Yousafzai has used her story not only to stand up for herself, but for thousands like her.

SO WHAT? (What's the takeaway from all of this information? What can you learn?)

Each person has the ability to transform the world around them by using their voice to better society. Ultimately, it is their choice to take a stand for what they believe in or to remain silent. When it matters most, what will you use your voice for?

Graded "Bad" Essay

Slack 1

Jennifer slack

Kroll

Larts MLA

April 12, 2019 MLA

Inspirational Individual Essay

→ no transition

"When the whole world is silent, even one voice is powerful." At the mere age of 11, she stood out as one of the bravest young women in pakistan. She fought the oppression of the Taliban by giving the world with an honest picture of what it was truly like to live under the their rule. Her reward for taking a stand was an attempt on her life, but luckily, she surved. Despite this near death experience, she continues to fight for all those suffering from injustice. Malala Yousafzai is an inspirational individual bc she continued to speak out after she was attacked. And she advances girls' education. Thesis not 1 sent.

transition

Yousafzai used her voice to spark change, so much so that the Taliban attempted her murder. However, she didnt let this experience silence her. Instead, it made her voice stronger.

→ intro article title

The article states, "As a child, she became an advocate for girls' education, which resulted in the Taliban issuing a death threat against her. On Oct 9, 2012, a gunman shot Malalala.……...she survived and has continued to speak oot on the importance of education...urging world leaders to change their policies." This quoote means any other person could have used this traumatic incident to remove themselves from the fight, but Yousafzai used this to strengthen her message.

informal, not back to claim that shes inspiring

It's crazy how she chose to endure danger, and that means she's got courage and determination.

Not only has Yousafzai overcome an almost fatal attack! , she continues to further equal access to education on a global scale. "Malala's Story" says " Malala became a global advocate

Font - MLA

Not new pg # MLA

a bit repetitive

for millions of girls being denied a formal education...Malala and Ziauddin co-founded The Malala Fund to bring awareness to the social and economic impact of girls' education and to empower girls to raise their voices... This connects to the claim because she used her story to reignite the global discussion on equality and education, and that is inspirational.

" no paraphrase

repetitive

Altogether, these 2 examples show why I believe Malala Yousafzai is an inspirational individual. She has overcome death itself to make sure errybody has the right to speak. Yousafzai has used her story not only to stand up for herself, but for thousands like her, so this makes her an inspirational individual. Each person has the ability to transform the world around them by using their voice to butter society. Ultimately, it is their choice to take a stand for what they believe in or to remain silent. In the end, what will you use your voice for?

P.P.

Works Cited

Malala Fund, edited by Tess Thomas, 2018, www.malala.org. Accessed 13 Oct. 2018.

"Malala Yousafzai Biography: Activist." The Biography.com website, A&E Television Networks, 2 Apr. 2014, www.biography.com/people/malala-yousafzai-21362253. Accessed 13 Oct. 2018.

Font size

Grade 8 Informational Writing Rubric

Bad Example

Informational Essay 8th Grade Rubric	Not Stated (0)	Attempts (1)	Almost Meets (2)	Meets (3)	Comments
Paragraph 1: Introductory Paragraph					
Attention grabber			X		No transition
Adequate and accurate **background knowledge**				X	
Thesis: state overall topic and two subtopics clearly			X		Not 1 sentence
Paragraph 2: Body Paragraph #1					
Identify It! (Identifies a subtopic that clearly supports position & reason is sound)			X		No transition
Prove It! (Supports subtopic with relevant evidence as a direct quote and paraphrase with MLA citation)			X		No article title
Bring it Back Around! (Supports subtopic with logical reasoning) (BIBA)		X			informal, no BIBA to claim
Paragraph 3: Body Paragraph #2					
Identify It! (Identifies a subtopic that clearly supports position & reason is sound)			X		Typo made confusing
Prove It! (Supports subtopic with relevant evidence as a direct quote and paraphrase with MLA citation)			X		No paraphrase
Bring it Back Around! (Supports subtopic with logical reasoning)			X		repetitive
Paragraph 4: Conclusion Paragraph					
Provides a concluding statement or section that follows from and supports the argument presented			X		repetitive + quality
Format and Language					
Uses MLA Format (includes Works Cited)	5+	4 X	3	0-2	IIII
Establishes and maintains a formal style (no personal pronouns)	3+	2	1 X	0	I
Uses grade-appropriate conventions correctly	7+ X	5-6	3-4	0-2	~~IIII~~ ~~IIII~~ I

5 = 38-39 **4.75** = 36-37 **4.5** = 34-35 **4.25** = 32-33 **4** = 30-31 **3.5** = 28-29 **3** = 23-27 **2.5** = 20-22 **2** = 16-19 **1** = <16

Caledonia Community Schools - 2012

Created by Jennifer Slack, 2019

"Good" Essay Example

Jennifer Slack

Kroll

Language Arts

12 April 2019

Inspirational Individual Essay Good Example

"When the whole world is silent, even one voice is powerful." Malala Yousafzai, the speaker of these words, is an example of the power of one voice. At the mere age of eleven, she stood out as one of the bravest young women in Pakistan. She fought the oppression of the Taliban by giving the world with an honest picture of what it was truly like to live under the their rule. Her reward for taking a stand was an attempt on her life, but luckily, she survived. Despite this near death experience, she continues to fight for all those suffering from injustice. Malala Yousafzai is an inspirational individual because she continued to speak out after she was attacked and she advances girls' education around the world.

It is clear that Yousafzai used her voice to spark change, so much so that the Taliban attempted her murder. However, she did not let this experience silence her. Instead, it made her voice stronger. "Malala Yousafzai Biography: Activist" states, "As a child, she became an advocate for girls' education, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Malala...she survived and has continued to speak out on the importance of education...urging world leaders to change their policies." Any other person could have used this traumatic incident to remove themselves from the fight, but Yousafzai used this to strengthen her message to the world. Her choice to endure danger to promote equality proves her courage and determination.

Not only has Yousafzai overcome an almost fatal attack, she continues to further equal access to education internationally by creating the Malala Fund, designed to help girls being denied a formal education. The Malala Fund's website states their mission: "Malala Fund's key initiative — the Gulmakai Network — supports the work of education champions in developing countries and speeds up progress towards girls' secondary education around the world...We advocate — at local, national and international levels — for resources and policy changes needed to give all girls a secondary education." Yousafzai's decision to create a fund that empowers and educates disadvantaged women shows her commitment to the cause. She provoked a global discussion on equality and has begun to change the world's outlook on education. Yousafzai used her experience to build a better system for all people, which is proof of her fortitude.

Altogether, these two examples show why Malala Yousafzai is an inspiring role model. She has overcome death itself in an attempt to unveil the injustices still present in the rights to education and equality, and even the right to speak. Yousafzai has used her story not only to stand up for herself, but for thousands like her. Each person has the ability to transform the world around them by using their voice to better society. Ultimately, it is their choice to take a stand for what they believe in or to remain silent. In the end, what will you use your voice for?

Works Cited

Malala Fund, edited by Tess Thomas, 2018, www.malala.org. Accessed 13 Oct. 2018.

"Malala Yousafzai Biography: Activist." *The Biography.com website*, A&E Television Networks, 2 Apr. 2014, www.biography.com/people/malala-yousafzai-21362253. Accessed 13 Oct. 2018.

Revision Checklist for Student Use

INSPIRATIONAL INDIVIDUAL ESSAY CHECKLIST!

Introduction:

_______ Does the AG use one of the 3 kinds: description, definition or quote?
_______ Does the AG flow into the rest of the Paper? (sentence to connect?)
_______ Is the background knowledge clear? Does it give good info about what your person does overall that DOESN'T repeat your paragraphs?
_______ Is your thesis statement ONE Sentence? Is it clear? Not a run on?
_______ Do the reasons in your thesis fit the order of your body paragraphs?

Body Paragraphs:

_______ Transition words (are they high level?)
_______ Are your reasons identified clearly? Are they restated in a different way?
_______ Did you introduce the article title your quote comes from? Is the title capitalized? In quotations? Author name?(no websitenames)
_______ Does your quote clearly fit your reason?
_______ Do you have ending quotation marks?
_______ Do you explain the quote in your own words? (restate *differently*)
_______ *DO NOT* say the words: reason or quote
_______ Do you BIBA to *why* this makes them a role model? (Should not be the same as the paraphrase)
_______ Is anything repetitive?
SRSLY PLS CHECK FOR REPEATS

Conclusion:

_______ Transition word? (Make it good!)
_______ Overall restatement that your person is motivational? (in a new way?)
_______ Is the summary of your reasons worded differently? Does it connect to your person's impact on the world?
_______ Is your SO WHAT strong? Does it include a life lesson? Does it make you think? Does it relate to your audience? Does it make you reflect? Is it logical?
_______ Is anything repetitive?

PLEASE CHECK ONE MORE TIME THAT NOTHING IS REPETITIVE!

Works Cited:

_______ Is there one?!?!?
_______ Is it titled "Works Cited?"
_______ Are your article titles in quotes?
_______ Did you double check all the info if you did the citations in the fall? PLS CHECK
_______ Is everything capitalized & spell checked (especially names)?
_______ Are the citations listed in alphabetical order?
_______ Are your citations the same size and font as the rest of your paper?
_______ Did you do the "hanging indent?" (Showed in class)

Grammar/Typing:

_______ Do you refer to your person by first & last name or last name ONLY? (you're not on a first name basis)
_______Typos/spelling (USE DA SPELL CHECK)
_______ NO personal pronouns (except in description AG or SO WHAT)
_______ NO reference to yourself AT ALL
_______ Capitalization of proper nouns/first words in sentences
_______ Complete sentences (no sentences w/ just description; all sentences must have subject AND predicate)
_______ No run ons! (use the control + F for "and" or other repetitive words, like "inspirational")
_______ Quality word choice (8th grade level)
_______ COMMAS:
Compound: IC, CC IC
Complex: DC, IC

MLA format:

_______ Font either Arial size 11 or TNR size 12?
_______ Header:
Trevor Rice
Slack
Language Arts
27 March 2019
_______ Last name w/ page # at the top?
_______ Title? Is it creative? Is it in the middle?
_______ Is it double spaced? (whole thing)
_______ NO SPACE between title & paragraphs
_______ NO SPACE between paragraphs
_______ Did you want Miss Slack to check it? Bring it to her to look!

Created by Jennifer Slack, 2019

Appendix H

Teacher Instructions for Checking in Student Required Practice

Teacher Instructions for Checking in Student Required Practice

1. Have students begin the hour with bringing out their completed required practice for you to check in
    a. Starting the hour this way prevents students from completing the work in class, which is considered after the due date
2. While students are answering a get to know you question or completing a warm up task, walk around the room and get a quick "eyeball" check to be see which students have completed the tasks and which have not.
    a. Teachers do not need to fully read over students' work at this time. This is just to check that it is completed.
    b. Record this information in your notes. See "Printable Required Practice Check-in Chart" in Appendix E.
3. Continue your lesson of the day
4. During student work time, conference with each student individually, reading over their completed required practices for the day and providing feedback, recording any important information in your notes. For assistance with quality feedback, please see Appendix.

Created by Jennifer Slack, 2019

Appendix I

Printable Required Practice Check-in Chart

Required Practice Check In Form

Student Name	Assignment Names													

Complete	
Late	**.5**
Incomplete	**X**

Created by Jennifer Slack, 2019

Appendix J

Printable Student Conference Notes

Conference Notes

Date	Student Name	Conference Notes

Created by Jennifer Slack, 2019

Appendix K

Suggestions for Online Grading and Record Keeping

Suggestions for Online Record Keeping

Create two categories of grades in your online gradebook: “Assessments” and “Required Practice.”

Assessments	
Purpose	This grading scale is used
Weight	.9
Scoring	Summative assessments are worth 5 points • If the assessment has 5 requirements, students may receive half points for completing half of the requirement. • It is suggested that .25 or .75 points are not awarded to maintain simplicity. • If there are more than 5 requirements in an assessment, create a point range that will equate to a 1-5 grading scale.
Redos	• Redos completely replace a previous grade • The previous score should be noted in the comments for record keeping • If a students' redo score is lower than the first grade, they will maintain the highest grade
Record Keeping	In your online gradebook, be sure to maximize your record keeping to encourage students' self-regulation and further your communication with students and parents. • Include the grading requirements or scoring guide in the assessment description, if possible • Include the standard in assessment description, if required by your administration • Update the gradebook to reflect redo scores within a timely manner • Utilize the comment section to provide additional guidance for students, such as: o Suggest redo or highly suggest redo o Redo replaced a ____ (insert old score) o Met with teacher for redo, but did not retake test o Scheduled review session with teacher, but did not follow through with redo steps
Extra Credit	Extra credit should not be awarded as this idea would undermine the philosophy behind the grading system
Traditional Grading System Adaptation	If your school utilizes a traditional grading system and you or your team are the only ones using a standards-based system, it can be adopted to one of the following by simply dividing the score received into 5: 5 = A (100%) 4.5 = A- (90%) 4 = B (80%) 3.5 = C (70%) 3 = D (60%) 2.5 = D (50%) 2 = D (40%) 1.5 = E (30%) 1 = E (20%)

Required Practice	
Purpose	The purpose of the scoring for required practice is to keep a record of student behavior regarding practice completion, not about accuracy.
Weight	.1
Scoring	Completed, on time assignments are given a 1 Assignments that are completed (checked in) late are given a .5 Assignments incomplete by the due date are given a 0, even if partially complete. Work must be fully complete to receive a 1.
Lack of Understanding	Communicate to students at the beginning of the year: • If they do not understand the required practice, they should seek out their teacher before school or before class to explain this and ask for help • Incomplete homework due to a lack of understanding would not result in a 0 if the student approached the teacher and sought help • If a student asks for help, he or she is given extra time to complete the assignment. • In this case, the teacher can keep the score blank until the student checks in again. • If this policy has been previously explained and the student does *not* state that he or she did not understand the assignment until the teacher approaches them in class, the student will still receive a 0.

Record Keeping	In your online gradebook, be sure to maximize your record keeping to maintain clear communication with students and parents.
	• Update the gradebook daily as required practice is checked in
	• Be sure to utilize the comment section to provide additional guidance for students, such as:
	    o Incomplete by due date
	    o Completed after due date (mark "late," if possible)
	    o Did not understand assignment, so given extra time to complete task. Must check in by ______ (date) to receive full points.
	    o Given extra time due to absences. Must check in by ______ (date) to receive full points.
	    o Checked in after absences

Created by Jennifer Slack, 2019

Appendix L

Practical Suggestions for the Classroom: Easy Steps to Promote Self-Determination and the Growth Mindset

Practical Suggestions

Suggestion	Review Sign Up Board
Description	Set up a space on the classroom white board that will be used for students to sign up for review sessions. Create a rectangular space that measures the height of the white board and about a foot and about two feet wide and mark with electrical or Washi tape. Divide that space into 6 even rows, using electrical or Washi tape to mark out the rows. Entitled the top row "Review Session Sign Up" in large writing and label the remaining rows for the days of the week. If desired, the each day of the week can be additionally divided into available time windows during the day, such as before school, lunch time, after school, etc. Post the review session sign up steps. Suggested placement is underneath the "Review Session Sign Up" row in smaller writing. The steps are: students write their name and the review time (before school, lunch time, etc.) next to the day of the week they choose.
Materials	Dry erase board Dry erase markers Electrical or Washi tape Ellis cutouts or poster board for the days of the week, if desired
Location	In the classroom, preferably on a white board
Reasoning	• Easily accessible to students and teachers • Easy to create in any classroom • Allows teacher to choose which times they are available for review sessions each week without taking the time out of the lesson to explain it each week • Helps students self-regulate their behavior and feel in charge of their learning • Allows students to plan ahead and practice follow through • Lessens the teacher burden of scheduling student reviews themselves

Suggestion	Absent Folder
Description	Set up a hanging absent folder for students. This folder should have at least 5 slots, one for each day of the week. Inside that slot, put a manila envelope labeled with each day of the week. Each day, the teacher should print out the day's agenda and place it and any new materials handed out into the folder. Instruct students at the beginning of the year to utilize this folder to locate additional copies of any materials and to always check the folder first before asking questions about what they missed when they were absent.
Materials	Hanging folder with at least 5 slots Wall hook 5 manila envelopes, labeled for each day of the week Printer and paper
Location	In the classroom, preferably on an easily accessible wall
Reasoning	• Clear expectations for absent students • Provides for the easy access of extra materials both for absent students as well as forgetful students • Will save teachers time by eliminating their need to communicate repetitive instructions with students

	• Students can self-manage underneath the supervision of a substitute teacher

Suggestion	"Turn In" Trays or Boxes
Description	Set up a turn in tray for each of your classes. This is where students will place all assignments, tests, redos, or anything else class-related.
Materials	Letter trays or boxes for each of your classes Sharpie to label
Location	In the classroom on a flat surface where all trays can be next to one another Suggestion: on a counter or heater
Reasoning	• Clear expectations for all students • Easy rules to follow • Students can self-regulate and turn in items independently • Clean organization for the teacher • Students can self-manage underneath the supervision of a substitute teacher

Suggestion	Student Materials Bookshelf
Description	Set up a bookshelf or other space that will contain all items students might need to borrow
Materials	Bookcase or other shelving unit Plastic boxes to house the classroom materials Utensil holders, such as dip trays (for small items) or vases (for rulers) from the Dollar store Needed classroom supplies such as: • Coloring Utensils • Extra pencils • Rulers • Scissors • Glue sticks • Blank white paper • Notebook paper • Pencil top erasers • Paper clips • Sticky notes • Calculators • White boards and dry erase markers • Clipboards
Location	In the classroom, all in the same location, i.e. bookcase or other shelving unit
Reasoning	• Students will know where all materials are • Students can self-regulate and receive items independently • Clean organization for the teacher and student • Students can practice responsibility and cleaning up after themselves by getting and/or returning items when needed • Will save teachers time by eliminating their need to communicate repetitive instructions with students • Students can self-manage underneath the supervision of a substitute teacher

<table>
<tr><th>Suggestion</th><th>Weekly Schedule & “To Do” List</th></tr>
<tr><td>Description</td><td>Set up a space on the classroom white board that will be used for the weekly itinerary and student “to do list.”

Create a rectangular space that measures the height of the white board and about a foot and about two feet wide. Mark with electrical or Washi tape. Divide that space into 2 even rectangles, one on top and one on bottom, using electrical or Washi tape. Choose which square will be for the Weekly Schedule and which for the To Do List.

In the desired box, write “Weekly Schedule” at the top or attach a laminated sign with the phrase. Along the left side of the rectangle, write the days of the week (or can attach laminated days of the week). Each Monday, update the weekly schedule for students to view. Suggestion: color code the assignments, i.e. due dates in red, grammar in another color and main lesson in another color. Each Monday, review the schedule with students in a preview of the week.

In the other box, write “To Do List” at the top or attach a laminated sign with the phrase. Each day, update upcoming assignments, assessments, and other due dates.</td></tr>
<tr><td>Materials</td><td>Dry erase board
Dry erase markers
Electrical or Washi tape
Optional:
• Laminator
• Ellis Machine cut out letters, if desired
• Laminated days of the week for Ellis Machine cut out letters, if desired</td></tr>
<tr><td>Location</td><td>In the classroom, preferably on a white board.
Suggestion: Near the Review Sign Up Board</td></tr>
<tr><td>Reasoning</td><td>• Easily accessible to students and teachers
• Easy to create in any classroom
• Allows students to view upcoming assignments and assessments at all times during the hour
• Helps students self-regulate their behavior and feel in charge of their learning
• Allows students to plan ahead or review what’s happened if they’ve been absent</td></tr>
</table>

<table>
<tr><th>Suggestion</th><th>Essential Questions Bulletin Board</th></tr>
<tr><td>Description</td><td>Set up a space in the classroom to display the 5 essential questions at all times during the year. This can be done in a variety of ways to fit any teacher’s classroom layout.

Suggestion:
Type out the essential questions in large font, one per piece of paper. Glue to construction paper for a frame. Laminate the questions and post on a bulletin board throughout the year. The top of the bulleting board should say “ELA Essential Questions.” You could also print out the Essential Questions as a poster found in Appendix P.

Essential Questions:
Why do we read?
Why do we write?</td></tr>
</table>

	Is grammar important? Why or why not? Why do we speak? When should we speak out? Is listening important? Why or why not?
Materials	Bulletin Board Microsoft Word/Google Docs Printer Construction Paper Glue Optional: • Laminator • Ellis Machine cut out letters, if desired • Bulletin board boarders, material, cut out shapes, or other decorative items
Location	In the classroom, preferably on a bulletin board or other permanent space
Reasoning	• Easily accessible to students and teachers • Easy to create in any classroom • Allows students to view the foundational questions for the class every day

Suggestion	Student Binder Organization
Description	When setting up class binders at the beginning of the school year, have students separate their binders with 4 binder tabs. Have students write the 4 following essential questions, one per tab. Throughout the year, have students file returned work into the appropriate sections of their binders. Essential Questions: Why do we read? Why do we write? Is grammar important? Why or why not? Combined: Why do we speak? When should we speak out?/Is listening important? Why or why not?
Materials	Binder Binder tabs Sharpies
Location	Student Binders
Reasoning	• Simple organization • Easy to create in any classroom • Allows students to view the foundational questions for the class every day • Connects the essential questions to daily work

Appendix M

How to Provide Choice and Autonomy within an ELA Classroom

How to provide

CHOICE & AUTONOMY within an ELA classroom

Providing students with the feeling of autonomy boosts motivation, and thereby, performance, levels of effort, and well-being. Here are some ideas to provide for choice in an ELA setting.

Reading

In books:

- Independent choice novels
- Book Pass
  (provide many books to sample)
- Group choice novels
  (students read a quarter of a novel each week and discuss it with group members)

While reading:

- Provide a list of group discussion questions
- Provide a variety of reader response questions

After reading:

- Choice in presentation format for book reports/book recommendations

Writing

- Choose the topic
- Choose which side of the argument
- Choose what genre of writing
- Choose characters, settings, or plot for narrative writing
- Provide choice within the formatting, for example:
  -different options for attention grabbers
  -different ways to introduce a quote
  -allow students to choose their own articles and quotes within them
  -alternate ways to write a thesis statement
  -different options for conclusions

Grammar

Instead of providing grammar worksheets, try:

- Allowing students to write their own sentences utilizing the grammar correctly
- Find correct grammar within their own writing
- Provide topic choices for sentences
- Find examples of grammar within their choice novels
- Share sentences and examples with peers
- Practice grammar on white boards with a partner
- Provide challenges for students, i.e.
  -Write a compound sentence with an action verb, a proper noun, and an abstract noun.

Speaking & Listening

Speeches/Presentations:

- Choose the topic of their presentation
- Provide choice within the format, for example:
  -provide mini choices throughout
  -different ways to start and end a speech

Debates:

- Choose which topic they'd like to debate on
- Choose which side they're on
- Choose their role on the debate team
- Choose their opening/closing statement

Skits

- Choose presentation format (in person or recorded)
- Choose attire, setting, or character names

Created by Jennifer Slack, 2019

Appendix N

How to Provide Choice and Autonomy within a Classroom Structure

How to provide

CHOICE & AUTONOMY

within a classroom structure

Providing students with the feeling of autonomy boosts motivation, and thereby, performance, levels of effort, and well-being. Here are some easy ways to allow students to feel in charge of their learning WITHIN a given classroom structure. These ideas work great alongside teaching students the different learning styles.

01 Allow students to choose where & how they sit during individual work time

02 Allow students to choose to work individually or with friend(s)

03 Allow students to listen to music during work time

04 Have students figure out who will represent their group in a discussion or lead the discussion

05 Allow students to choose the bell ringer, quote, fact, or question of the day (or other daily task)

06 Have students greet each other before entering the room instead of the teacher

07 Provide a Google Classroom where students can choose to revisit examples on their own

08 Allow a student lead the class through a model text or lesson as an example

09 Allow for student feedback on the class & structure and then make appropriate changes

Created by Jennifer Slack, 2019

Appendix O

A Guide to Teacher Directives & Feedback

A TEACHER'S GUIDE TO *directives* *& feedback*

PHRASES TO AVOID		HOW TO REWORD
YOU MUST...		BE SURE TO... TAKE THE TIME TO...
YOU SHOULD...		DON'T FORGET TO...
YOU CANNOT...		*BEHAVIOR*: WHERE IS THIS BEHAVIOR COMING FROM? *ASSIGNMENT*: WALK ME THROUGH YOUR THINKING AND LET ME SEE IF I CAN HELP
STOP... DON'T...		I'M NOT SURE YOU NOTICED, BUT YOUR BEHAVIOR (EXPLAIN) IS DISTRACTING
ANY QUESTIONS?		WHAT QUESTIONS DO YOU HAVE?
BUT... (YOU DIDN'T INCLUDE THIS)		AND...(YOU COULD ADD THIS)
WHY DIDN'T YOU TRY?		IT MAKES ME SAD WHEN YOU DON'T DO A COMPLETE JOB. WHEN CAN WE MEET TO REWORK THIS? OR IT MAKES ME SAD WHEN I SEE YOU MISSING A CHANCE TO LEARN. WHAT CAN WE DO TO HELP YOU LEARN WHAT YOU NEED?

Note:
The ways teachers provide instructions and feedback can drastically change how much a child views their teacher as supportive or controlling, and this factor heavily determines that child's resulting mindset, behaviors, and ultimately, performance. Consider the way you provide directives and how it may be perceived by your students.

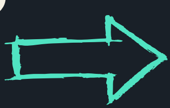
Created by Jennifer Slack, 2019

Appendix P

A Guide to Teacher Praise

A TEACHER'S GUIDE TO *praise*

IF YOU FIND YOURSELF SAYING...	TRY THESE INSTEAD!
YOU'RE SO SMART! BRILLIANT! WHAT A BRAIN!	GREAT EFFORT! YOUR PASSION REALLY SHOWS... I ADMIRE HOW YOU...
YOU LEARNED THAT SO FAST! YOU'RE A NATURAL!	WHOOPS, I GUESS THAT WAS TOO EASY FOR YOU. LET'S FIND SOMETHING THAT WILL CHALLENGE YOU AT YOUR LEVEL.
WOW, YOU GOT AN A WITHOUT EVEN STUDYING! THIS MUST COME REALLY EASY TO YOU!	SINCE YOU UNDERSTOOD THIS EASILY, LET'S FIND SOMETHING THAT GIVES YOU A MORE APPROPRIATE CHALLENGE.
YOU'RE A GREAT WRITER/READER/STUDENT!	I APPRECIATE HOW YOU...(PRAISE A CERTAIN SKILL, NOT THE INTELLIGENCE) YOU REALLY SHOWED YOUR CREATIVITY HERE!
YOU SOLVED THAT SO QUICKLY! ARE YOU DONE ALREADY?	SMART THINKING! YOU REALLY THOUGHT OUTSIDE THE BOX! LET'S FIND A WAY TO MAKE THIS MORE CHALLENGING FOR YOU



Note:
Children need constructive and honest feedback to grow and learn. Withholding constructive criticism only hurts children and their confidence.(Dweck, 2016)

Many teachers try to provide students with verbal affirmations, but sometimes, they way they share them sends the wrong message. If teachers praise their students for their intelligence only, then students can interpret that success means they're smart and failure means they're stupid. This, in turn, teaches kids to run from failures and that putting in more effort won't make a difference. Consider what messages you are sending to your students.

Created by Jennifer Slack, 2019

Appendix Q

ELA Essential Questions Handout/Poster

ESSENTIAL QUESTIONS
FOR LANGUAGE ARTS
Why do we read?
Why do we write?
A
B C
Is grammar important? Why or why not?
Why do we speak? When should we speak out?
Is listening important? Why or why not?
Created by Jennifer Slack, 2019

Appendix R

Discussion Starters for Essential Question Lessons

Discussion Starters for Essential Question Lessons

These are some example discussion questions to ask your students for each new unit. If implemented correctly, the main questions of "why do we read" should solicit different answers from students, depending on the unit being discussed.

Why do we read?
1. Why do you read? Why do others?
2. What different kinds of things do people read?
3. Where do you read words every day?
4. How many words do you think someone reads in a day?
5. Does what you read change how you read it?
6. Does it only "count" as reading if it involves words and letters?

Why do we write?
1. Why do you write? Why do others?
2. What do people write?
3. Do people need to write in certain ways?
4. Where or when do you think writing will be important in your life?
5. What kinds of professions require quality writing?
6. What is or should be the purpose of writing?

Is grammar important? Why or why not?
1. Do you need correct grammar to be successful?
2. What kind of jobs do you think require correct grammar?
3. When could you imagine someone in a real job needing grammar?
4. When could you imagine someone's grammar getting them in trouble?

Why do we speak? When should we speak out?
1. What kind of profession do you think would require you to speak out?
2. When is it appropriate to speak out? And when is it not?
3. When is it appropriate to speak your mind or share your beliefs, especially if they are different than others?
4. Why do people debate?
5. Why should people know how to properly debate?
6. What professions might require you to debate?

Is listening important? Why or why not?
1. Do you think you listen to others?
2. When do you think you listen the most in your life?
3. Where do you think you might need to listen more?
4. What do people "get" out of listening to others?
5. What can we learn by listening?

Created by Jennifer Slack, 2019

Appendix S

Daily ELA Classroom Schedule and Structure

Daily Classroom Schedule and Structure

Daily classroom structure for a 60-minute middle school ELA class

Before class	**Greet every student at the door**
3 minutes	**Warm up the class**
	Greet the students, take attendance, have students produce the required materials for the day, and include students in a way to share.
	Examples include: sharing "good news," answering get to know you questions, or a bell ringer
12-15 minutes	**Grammar lesson**
	Teacher models lesson or instructs students as to their task.
	Examples include: teacher notes, students writing grammar within their own sentences individually or with a partner, sentence structure games or activities, review session, formative assessment, etc.
10-15 minutes	**Main ELA lesson**
	Teacher instructs and models the lesson for the day. Lesson should be chunked into small pieces so that the task described in this lesson is able to be worked on and/or completed during work time. This task should be due the next day for a "check in."
	Examples include: teacher explaining how to write a paragraph and providing a model paragraph, teacher explaining how to discuss novels in a literature circle and providing a fishbowl example, etc.
20-30 minutes	**Student work time**
	Students are able to work on the task given to them individually. Students are able to move around the room and choose who they work with, if anyone. Students can ask questions of the teacher or ask for the teacher to look over their work. During this time, the teacher should be checking in or reading their work from the previous day and providing feedback. Teachers should attempt to meet with each student during this time.
Final minute	**Review**
	Teacher reviews the assignments that are due or assessments coming up.
	Dismissal
	Teachers should attempt to do more than simply "dismiss" their students. Teachers should attempt to engage their students in the final minute, not just talk over the students.
	Examples include: providing a final greeting for every class, such as "be good, have fun, learn a bunch!," making the effort to

	say goodbye to each student. or wish them a good weekend. Teachers could thank their class for their work or effort, if deserved. When possible, teachers with relationships with students can wish their students good luck on an upcoming game or performance or tell them to have fun on an upcoming weekend trip.

Appendix T

Stars and Wishes Explanation and Student Handout

Stars & Wishes

A format for positive feedback in the classroom

Students should have the opportunity to build each other up and provide honest feedback to help each other grow.

Stars

A star is a good thing that a someone has done

Start by saying,

"A star for you is..."

My star for you is that you were really passionate about your topic, and that really came through in your presentation.

Wishes

A wish is an area for improvement for a student

Start by saying,

"A wish for you is..."

A wish for you is that you would speak a little louder next time. It was a bit difficult to hear you in the back.

By using the structure of Stars & Wishes, students promote each others' success and learn how to provide help to their peers in healthy ways without sounding rude.

Stars & Wishes give students a voice.

Stars & Wishes will be more effective if the teacher models first and explains their importance. Teachers should also willing to provide Stars & Wishes to their students.

Created by Jennifer Slack, 2019

Appendix U

Stars and Wishes Printable for Classroom Use

Stars & Wishes

To: ______________________________

From: ____________________________

A star is a good thing that a someone has done	**A wish** is an area for improvement

Stars & Wishes

To: ______________________________

From: ____________________________

A star is a good thing that a someone has done	**A wish** is an area for improvement

Stars & Wishes

To: ______________________________

From: ____________________________

A star is a good thing that a someone has done	**A wish** is an area for improvement

Stars & Wishes

To: ______________________________

From: ____________________________

A star is a good thing that a someone has done	**A wish** is an area for improvement

Stars & Wishes

To: ______________________________

From: ____________________________

A star is a good thing that a someone has done	**A wish** is an area for improvement

Stars & Wishes

To: ______________________________

From: ____________________________

A star is a good thing that a someone has done	**A wish** is an area for improvement

Created by Jennifer Slack, 2019

Appendix V

Example Grammar Lessons

Independent Clause

An independent clause is made up of: a complete subject (topic)
and
a complete predicate (verb)

Example sentence:

The truffula trees swayed about in the fresh morning breeze.
- Dr. Seuss

Question	Answer
① What is the ONE THING the sentence is about?	trees = simple subject
② What's the FULL thing the sent. is about?	The truffula trees = complete subject
③ What's the main verb? (AV or LV)	swayed = simple predicate
④ What's the complete action? OR What's the complete description?	swayed about in the fresh morning breeze = complete predicate

52

Compound Sentence

A compound sentence has two independent clauses connected with a coordinating conjunction (cc)

coordinating conjunctions =

F · A · N · B · O · Y · S
o n o u r e o
r d r t t

It will look like this:

IC#1, CC IC#2
CS + CP, CC CS + CP

Example sentence:

The otter played dead, and it was adorable.

Question	Answer
① IC#1	
-complete subject →	The otter
-complete predicate →	played dead
② CC/Fanboy →	, and
③ IC#2	
-complete subject →	it
-complete predicate →	was adorable.

54

Complex Sentence

A complex sentence has:
one dependent clause (can't stand on own)
and
one independent clause

DC, IC

Subc + CS + CP , CS + CP

Subordinating conjunctions (subc):
because, when, if, after, before, although, since, only, unless

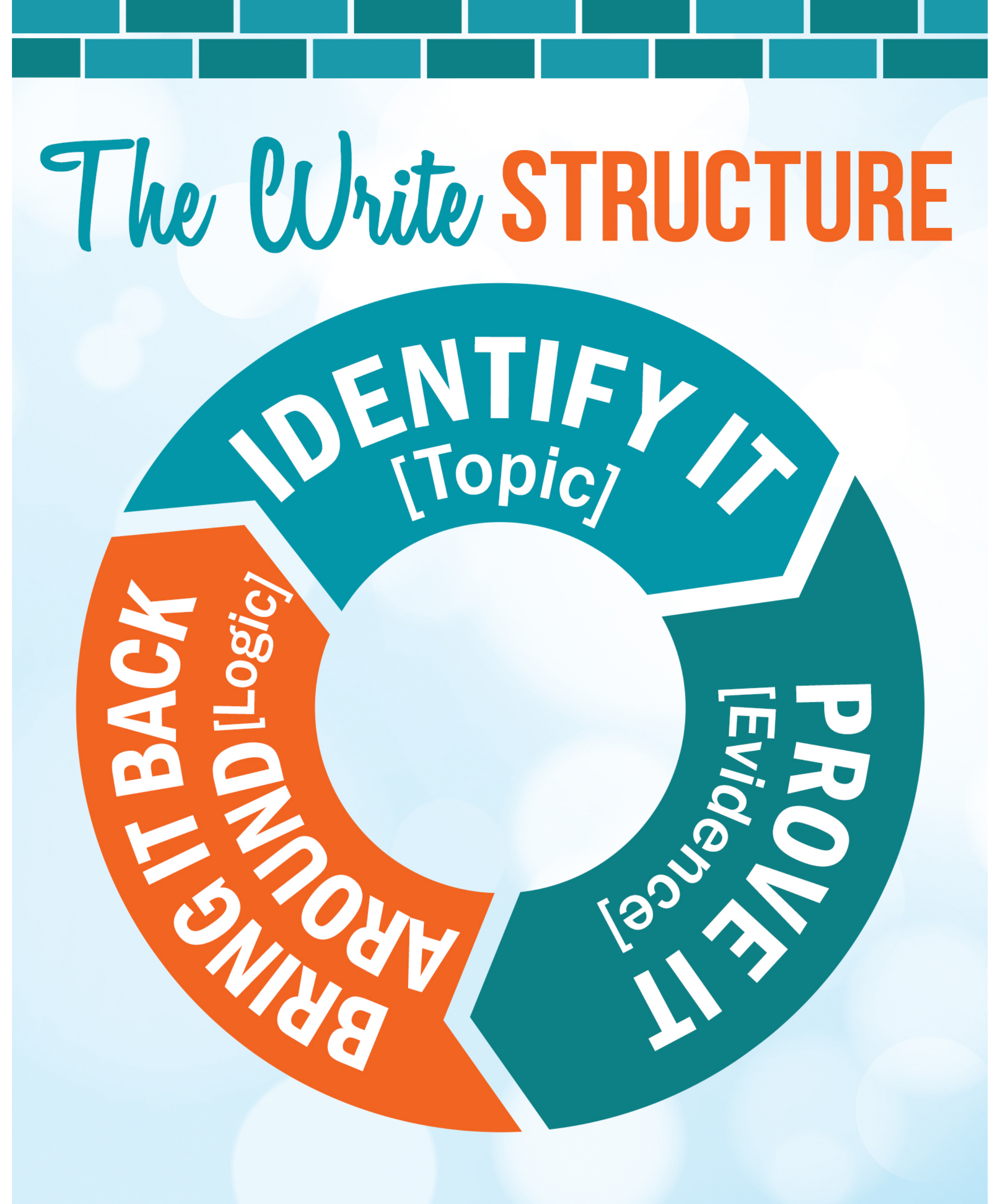
Example sentence:
After the movie was over, it suddenly came to us that Cherry & Marcia didn't have a way to get home
- The Outsiders

Question	Answer
① Dependent clause	
- subc	→ After
- complete subject	→ the movie
- complete predicate	→ was over
② comma!	→ ,
③ Independent clause	
- complete subject	→ it
- complete predicate	→ suddenly came to us that Cherry & Marcia didn't have a way to get home

57

Appendix W

The Write Structure Resources



Reprinted with permission from Lindsay Veitch, 2019

The Write Structure: A Simple, Effective Method for {Teaching} Writing Across the Content Areas

Modeling

- **Teacher writes** in front of the class using his/her own thoughts
- **Students write along with the teacher** on their own paper
- **Teacher thinks aloud** by sharing the process by which he/she makes choices (i.e. which key word to box in the Identify It, how to word the introduction to evidence in the Prove It, and a verbal explanation of the logic in the Bring It Back Around)
- **Teacher chunks the model up** and provides breaks between each step so students don't "zone out"
- **Teacher includes think-pair-share** to keep students thinking and engaged during the model, but does not call on students for input
- **Teacher models an entire response multiple times** using a variety of prompts/questions before moving in Guided Practice
- **Students keep their copies of teacher models** to reference later

Guided Practice

- **Teacher writes** in front of the class using many of his/her own thoughts
- **Students write along with the teacher** on their own paper
- Teacher **thinks aloud** by sharing the process by which he/she makes choices (i.e. which key word to box in the Identify It, how to word the introduction to evidence in the Prove It, and a verbal explanation of the logic in the Bring It Back Around) and **invites students to share their thinking aloud as well**
- **Teacher asks guiding questions to the class**, such as, "what do I write next?" or "what word should I box?" or "what evidence should I use to Prove It?"
- **Teacher follows up** with wait-time and think-pair-share
- **Teacher calls on students for input** (wherein they share aloud their answer(s) to the guiding questions)
- **Teacher chunks the guided practice up** by providing breaks between each step so students don't "zone out"
- **Teacher models an entire response multiple times** using a variety of prompts/questions before moving into collaborative or independent practice
- **Students keep their guided practice copy** to reference later

Extension idea for advance writers: Some students may be ready to move beyond Guided Practice sooner than others. Consider allowing these students to practice with The Write Structure (independently or in pairs on a shared document) on a different piece of writing. Allow students to chose their own topic for an argumentative paragraph or informational piece of writing.

Reprinted with permission from Lindsay Veitch, 2019

The Write Structure: A Simple, Effective Method for {Teaching} Writing Across the Content Areas

Prompt/Question:

Step 1:
Identify It!
(your answer)
- Restate the question/prompt in your answer
- Answer the question or respond to the prompt
- Box a key word in your answer

Step 2:
Prove It!
(with evidence)
- Introduce the reader to your evidence by providing context to the evidence
- Provide evidence (a quote or paraphrase) from the text (article or story) to support your answer

Step 3:
Bring It Back Around!
(explain evidence with logic and restate answer)
- Explain the evidence in your own words (what does it mean/prove?)
- Restate your answer, and don't forget to include the keyword you boxed in step 1

Reprinted with permission from Lindsay Veitch, 2019

The Write Structure: A Simple, Effective Method for {Teaching} Writing Across the Content Areas Areas

What is "It"?

When students craft an answer to a constructed response prompt, short answer question, essay prompt, or other writing task, they must choose what to base and build their thoughts on. Students cannot properly structure a paragraph, essay, or speech when they have not decided what their focus is.

The writer's main focus becomes their "It."

- The answer to a short answer question
- The main topic in a constructed response
- A sub-topic in a larger essay (each paragraph has a different "It")
- A sub-topic in a speech (larger speeches may have multiple "It"s)
- The numerical answer to to a math word-problem

Reprinted with permission from Lindsay Veitch, 2019

The Write Structure: A Simple, Effective Method for {Teaching} Writing Across the Content Areas

Text-Response/Text-Analysis Essay Template

Prompt/Question:

Introduction Paragraph:

Give basic information about the text = *two to three sentences.*

Thesis statement = *one sentence. Restate the prompt and state your answer (box one key word or phrase from within the prompt and include that one word in your thesis). Make sure your answer includes three subtopics — highlight each subtopic in a different color.*

Reprinted with permission from Lindsay Veitch, 2019

Body Paragraph #1:

Step 1:
Identify It! (your first sub-topic)

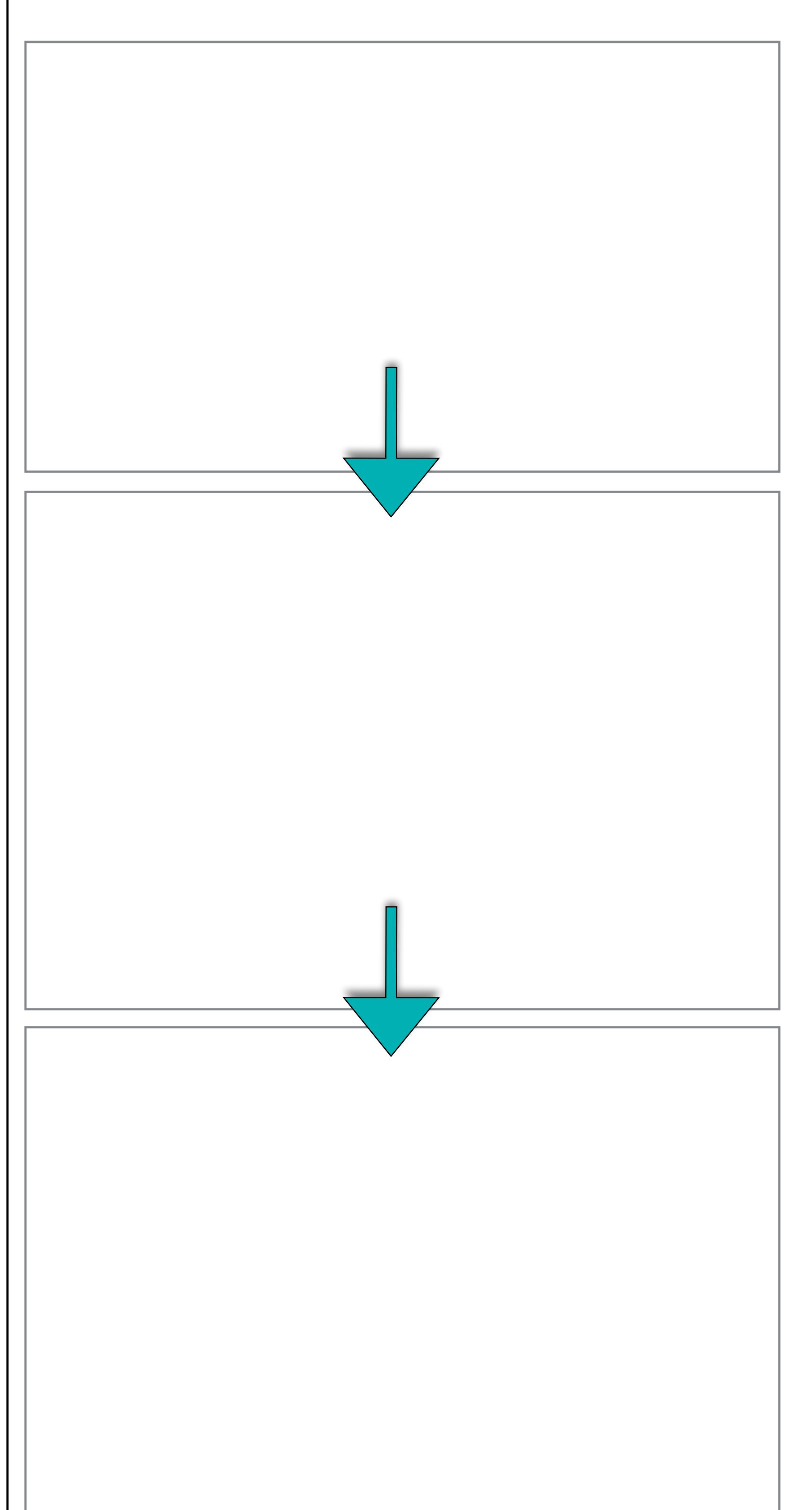
- Transition into your first subtopic
- Highlight the subtopic word in your sentence

Step 2:
Prove It! (with evidence)

- Introduce the reader to your evidence by providing context/ background to the evidence
- Don't forget the words "according to" (name the text)

Step 3:
Bring It Back Around! (explain evidence and restate subtopic 1)

- Explain the evidence in your own words (what does it mean/prove?)
- Restate and highlight your subtopic word
- Include the key word from the prompt that you boxed in your thesis



Reprinted with permission from Lindsay Veitch, 2019

Body Paragraph #2:

Step 1:
Identify It! (your second sub-topic)

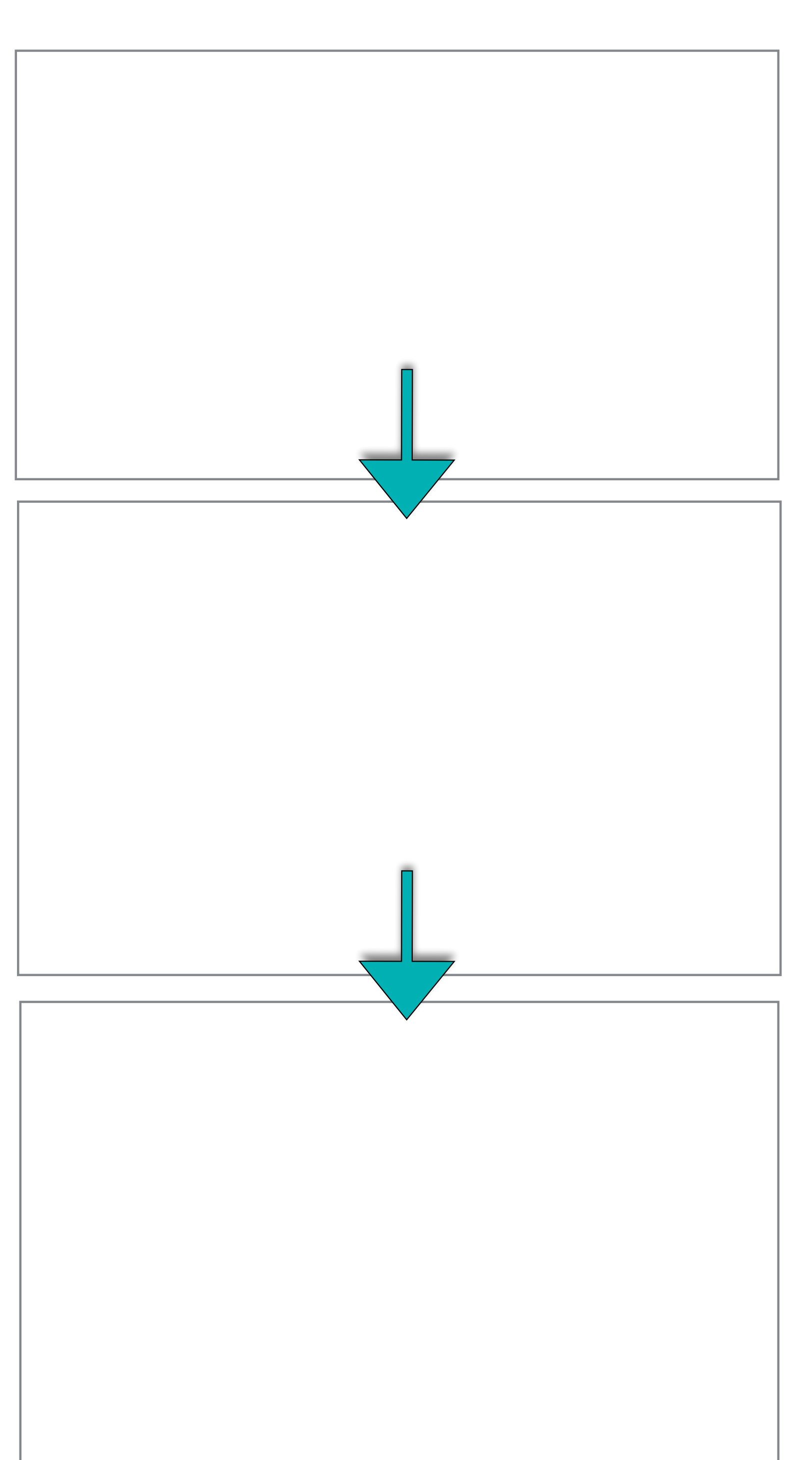
- Transition into your second subtopic
- Highlight the subtopic word in your sentence

Step 2:
Prove It! (with evidence)

- Introduce the reader to your evidence by providing context/ background to the evidence
- Don't forget the words "according to" (name the text)

Step 3:
Bring It Back Around! (explain evidence and restate subtopic 2)

- Explain the evidence in your own words (what does it mean/prove?)
- Restate and highlight your subtopic word
- Include the key word from the prompt that you boxed in your thesis



Reprinted with permission from Lindsay Veitch, 2019

Body Paragraph #3:

Step 1:
Identify It! (your third subtopic)

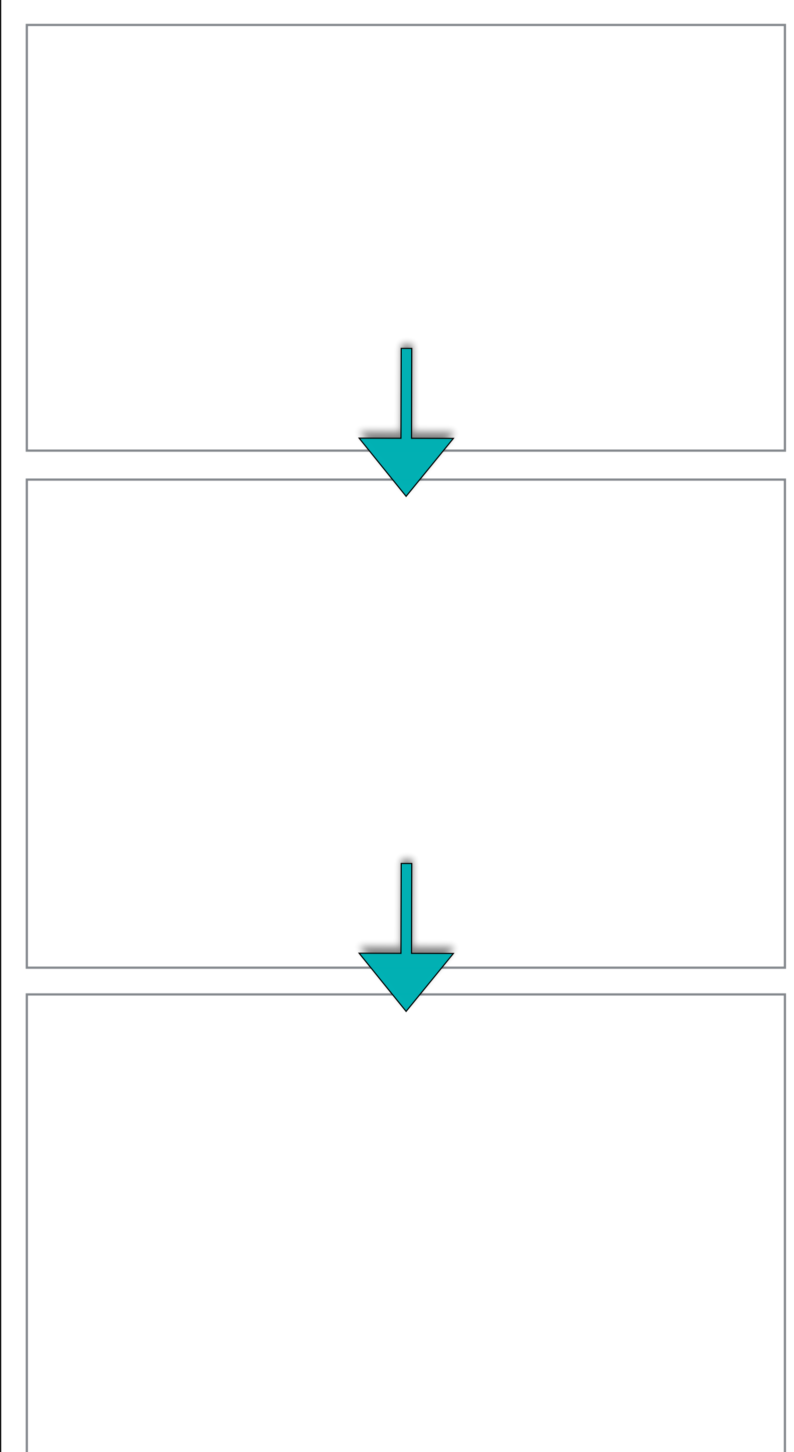
- Transition into your third subtopic
- Highlight the subtopic word in your sentence

Step 2:
Prove It! (with evidence)

- Introduce the reader to your evidence by providing context/ background to the evidence
- Don't forget the words "according to" (name the text)

Step 3:
Bring It Back Around! (explain evidence and restate sub-topic 3)

- Explain the evidence in your own words (what does it mean/prove?)
- Restate and highlight your subtopic word
- Include the key word from the prompt that you boxed in your thesis



Reprinted with permission from Lindsay Veitch, 2019

Concluding Paragraph:	***Restate your thesis*** *(box the key word from the prompt and highlight your three subtopics).* ***So What?*** *(the "so what" is a take away, lesson learned, or final thought that you can leave with your reader.)*

Reprinted with permission from Lindsay Veitch, 2019

Appendix X

Project Resources Link

Project Resources Link

Educators can view and download this project's resources at the following link:

https://drive.google.com/drive/folders/1zNyVvwwsWYfyhoDaSOBQayXf8995fcLb?usp=sharing

Created by Jennifer Slack, 2019

Appendix Y

Pre- and Post-Student Survey and Interpretation Guide
(to be given three times a year)

Student Survey

Consider how each of the following statements relates to you and your life. The rate each statement on the scale below for how true it is to you *within the class setting.* The more honest you are, the more we can make a positive change. Thank you!

1. I feel in control of my own choices.

1	2	3	4	5
never		sometimes		always

2. I don't feel like I act like my true self at school.

1	2	3	4	5
very true		sometimes true		not true at all

3. I feel comfortable expressing my own opinions and beliefs.

1	2	3	4	5
not at all		sometimes		very comfortable

4. At school, I just generally feel like I have to always do what I'm told.

1	2	3	4	5
very true		sometimes true		not true at all

5. I am self-reliant in this class (For example: I know where the materials are, where to look for help, feel comfortable following directions or working individually)

1	2	3	4	5
not at all self-reliant		sometimes		very self-reliant

6. There isn't much of an opportunity for me to decide for myself how to do things in this class.

1	2	3	4	5
very true		sometimes true		not true at all

7. I feel as though I am a valued part of my class.

1	2	3	4	5
very true		sometimes true		not true at all

8. I generally get along with the people I interact with in this class.

1	2	3	4	5
very true		sometimes true		not true at all

9. My opinion doesn't matter in this class.

1	2	3	4	5
very true		sometimes true		not true at all

10. I would feel comfortable asking for help from a classmate I don't know well.

1	2	3	4	5
not at all		sometimes/maybe		very comfortable

11. My teacher tries to understand our perspective and takes it into consideration when applicable.

1	2	3	4	5
never		sometimes		often

12. I feel capable of doing my daily schoolwork.

1	2	3	4	5
not at all		somewhat		very capable

13. I feel like what we do in school challenges me at my level/offers an appropriate level of challenge.

1	2	3	4	5
not true at all		sometimes		very true

14. In class, I know what my expectations are.

1	2	3	4	5
never		sometimes		always

15. Often, I do not have confidence in myself to do well in this class.

1	2	3	4	5
very true		sometimes true		not true at all

16. My teacher is willing to be flexible when student(s) don't understand something.

1	2	3	4	5
not true at all		sometimes true		very true

17. I feel very pressured to perform well.

1	2	3	4	5
very true		sometimes true		not true at all

18. I put in lots of effort into my daily assignments and tests.

1	2	3	4	5
not true at all		sometimes		very true

19. If I make a mistake, I will just give up.

1	2	3	4	5
very likely		somewhat likely		not likely at all

20. I am likely to retake a test if I didn't get the grade I wanted.

1	2	3	4	5
not likely at all		somewhat likely		very likely

21. I lose interest in a task easily and struggle to find the motivation to complete my work.

1	2	3	4	5
very true		sometimes true		not true at all

22. My teacher is very controlling.

1	2	3	4	5
very true		sometimes true		not true at all

23. I feel as though my teacher gives me the freedom to make my own choices.

1	2	3	4	5
not true at all		sometimes true		very true

24. I feel comfortable asking my teacher for help and being open with him or her.

1	2	3	4	5
not true at all		sometimes true		very true

25. I don't like how my teacher talks to me or other students in class.

1	2	3	4	5
very true		sometimes true		not true at all

26. My teacher is encouraging and offers feedback that helps me grow.

1	2	3	4	5
never		sometimes		often

27. I feel like my teacher cares about me as a person

1	2	3	4	5
not true at all		sometimes true		very true

28. I feel like my teacher accepts me for who I am.

1	2	3	4	5
not true at all		sometimes true		very true

Created by Jennifer Slack, 2019

Student Survey Interpretation Guide

Scoring:

Each row is worth 5 points. As there are 28 rows, the highest available number is 140.
Add up the number of points from each row.
Higher scores represent a higher level of perceived support and low scores represent lower levels of perceived support in each of the following categories.

Questions 1-6: Autonomy (worth 30 points)

Questions 7-11: Relatedness (worth 25 points)

Questions 12-16: Competence (worth 25 points)

Questions 17-21: Motivation & Pressure (worth 25 points)

Questions 22-28: Perceived Teacher Style, Control, and Support (worth 35 points)

Created by Jennifer Slack, 2019

Appendix Z

Growth Mindset Student Survey and Interpretation Guide

Growth Mindset Survey

Mark your feelings about each statement in the corresponding column on the right.

	Statement	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
1.	Successful people are just born that way.						
2.	I can get good grades or scores when I try hard.						
3.	You can tell how smart someone is by how good they are at math.						
4.	If I make a mistake or fail, I usually just give up and don't want to try again.						
5.	Getting feedback from a teacher annoys me or makes me angry, even if they're trying to help me.						
6.	You can tell someone's smart if they know the correct answer right away.						
7.	I know that I am in charge of how much I learn, not someone else.						
8.	Some people are good and nice, and some are not. It's rare if they ever change.						
9.	Everyone who isn't born with learning disabilities can learn and master new concepts, no matter what.						
10.	You can change how much you know with time, effort, and practice.						
11.	Truly smart people don't need to try hard.						
12.	If someone needs to ask questions, it means they're not smart.						
13.	If I practice enough, I believe I could master something, like a math problem, a song, or another skill.						
14.	Knowing how to find an answer on my own is just as important as knowing the right answer.						
15.	Memorizing facts will make you smart.						
16.	If I fail at something, it makes me think that I am a failure myself.						
17.	People can change how intelligent, nice, or positive they are throughout their life.						

Created by Jennifer Slack, 2019

How to interpret my results

Once everyone is finished, your teacher will put a document on the board that shows a color-coded version of this survey.

Now, add up how many boxes are the following colors. Write that number on the line provided. The color with the highest number indicates your current mindset.

Strong Growth Mindset ____________

Medium Growth Mindset ____________

Light Growth Mindset ____________

Strong Fixed Mindset ____________

Medium Fixed Mindset ____________

Light Fixed Mindset ____________

Growth Mindset Survey Discussion

Use the following to discuss answers with students. Each row will be color coded. Growth mindset answers will be green and fixed mindset answers will be orange. The stronger the mindset, the darker the color. This way, students can visually see if they have a more fixed or growth mindset.

	Statement	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
1.	Successful people are just born that way.						
2.	I can get good grades or scores when I try hard.						
3.	You can tell how smart someone is by how good they are at math.						
4.	If I make a mistake or fail, I usually just give up and don't want to try again.						
5.	Getting feedback from a teacher annoys me or makes me angry, even if they're trying to help me.						
6.	You can tell someone's smart if they know the correct answer right away.						
7.	I know that I am in charge of how much I learn, not someone else.						
8.	Some people are good and nice, and some are not. It's rare if they ever change.						
9.	Everyone who isn't born with learning disabilities can learn and master new concepts, no matter what.						
10.	You can change how much you know with time, effort, and practice.						
11.	Truly smart people don't need to try hard.						
12.	If someone needs to ask questions, it means they're not smart.						
13.	If I practice enough, I believe I could master something, like a math problem, a song, or another skill.						
14.	Knowing how to find an answer on my own is just as important as knowing the right answer.						
15.	Memorizing facts will make you smart.						
16.	If I fail at something, it makes me think that I am a failure myself.						
17.	People can change how intelligent, nice, or positive they are throughout their life.						

Created by Jennifer Slack, 2019

Appendix AA

Student Course Evaluation

Student Course Evaluation

Directions: Please respond to the following questions thoughtfully and honestly. All questions are regarding this class only.

General Questions:

1. On a scale of 1-10, how much do you think you grew/learned this year?

   1 2 3 4 5 6 7 8 9 10
   nothing / some / a lot

2. On a scale of 1-10, how much support did you feel from your teacher?

   1 2 3 4 5 6 7 8 9 10
   no support / some / extremely supported

3. On a scale of 1-10, how self-reliant did you feel at the end of this course?

   1 2 3 4 5 6 7 8 9 10
   not at all / ok at some things / I can do things on my own

4. On a scale of 1-10, rank your overall enjoyment of this course ?

   1 2 3 4 5 6 7 8 9 10
   extreme dislike / mediocre / extreme enjoyment

5. On a scale of 1-10, how much did your teacher's personality or style impact your enjoyment or understanding of the course?

   1 2 3 4 5 6 7 8 9 10
   didn't impact / made a bit of difference / made a huge difference

6. On a scale of 1-10, how accepted did you feel/how much were you able to be yourself?

   1 2 3 4 5 6 7 8 9 10
   never/ not at all / sometimes / very accepted/ always myself

Language Arts Questions:

7. What did you learn from the novels you read or from your peers in your Book Clubs?

8. What did you learn from practicing grammar in your own sentences this year?

9. What will you remember most from the writing units?
   OR
   What do you think is important to remember about writing for next year?

10. What was your favorite thing we did this year or what is something you'll always remember? Why?

11. What area do you think you grew the most in this year & why?
    (Circle all that apply)

    Writing Reading Grammar Speaking/Listening

    Other: ____________________________

    Why did you pick that category?

Life Lesson Questions:

12. In what ways have you grown this year? If possible, provide an example.

13. What is the most valuable thing you learned in this course?

14. How, if at all, did your teacher impact your learning this year?

15. Is there anything else that impacted your learning that was not listed above?

16. Is there anything that can be improved upon to make this course better? Any additional feedback or suggestions are very welcome.

Created by Jennifer Slack, 2019

Appendix BB

Permissions Approvals

ELSEVIER LICENSE
TERMS AND CONDITIONS

Jan 29, 2019

This Agreement between Miss. Jennifer Slack ("You") and Elsevier ("Elsevier") consists of your license details and the terms and conditions provided by Elsevier and Copyright Clearance Center.

License Number	4518200349899
License date	Jan 29, 2019
Licensed Content Publisher	Elsevier
Licensed Content Publication	Contemporary Educational Psychology
Licensed Content Title	Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions
Licensed Content Author	Richard M. Ryan,Edward L. Deci
Licensed Content Date	Jan 1, 2000
Licensed Content Volume	25
Licensed Content Issue	1
Licensed Content Pages	14
Start Page	54
End Page	67
Type of Use	reuse in a thesis/dissertation
Portion	figures/tables/illustrations
Number of figures/tables/illustrations	1
Format	print
Are you the author of this Elsevier article?	No
Will you be translating?	No
Original figure numbers	Figure 1: A taxonomy of human motivation
Title of your thesis/dissertation	Motivation and the Growth Mindset: How to Foster Self-Determination in Today's Classrooms
Expected completion date	May 2019
Estimated size (number of pages)	100
Requestor Location	Miss. Jennifer Slack 4182 Ponderosa Drive DORR, MI 49323 United States Attn: Miss. Jennifer Slack
Publisher Tax ID	98-0397604
Total	0.00 USD

Jennifer Slack <jennifer.renee.slack@gmail.com>

Fwd: Permissions for The Write Structure

1 message

Jennifer Slack <jennifer.renee.slack@gmail.com> Sat, Apr 20, 2019 at 7:53 AM
To: Jennifer Slack <jennifer.renee.slack@gmail.com>

From: **Lindsay Veitch** <veitch.lindsay@gmail.com>
Date: Thu, Apr 4, 2019 at 9:16 AM
Subject: Re: Permissions for The Write Structure
To: Jennifer Slack <jennifer.renee.slack@gmail.com>

Hey Jenn :)

Congrats on nearing the completion of your masters! What a terrific accomplishment.

Of course you can reference and include anything you need. The PDFs you sent are still accurate. I have, however, developed more writing stuff for Shawn and the Dutton teachers. They use the ID it, prove it, BIB language on Thinking Maps and in prep for the MSTEP PBW/TDA essay. These resources have more detailed language and very specific sentence starters, etc. Everything I've published in the world is far more generic. So, if you'd like to see what I have done at Dutton let me know. I'm in Florida and don't have my computer, but we'll be home this weekend.

I hope everything is going well for you. Have a super day!

Linds

Sent from my iPhone

On Apr 3, 2019, at 10:06 PM, Jennifer Slack <jennifer.renee.slack@gmail.com> wrote:

> Hi, Lindsay!
>
> Hope you and your family are doing well and you're enjoying your spring break! I had a question I was hoping you could answer for me.
>
> I am working on my thesis project and finishing up my Masters at GVSU (hooray)! I have chosen the topic of motivation and the growth mindset, and the problem I am addressing is the lack of practical applications suggested within the literature. Therefore, my thesis consists of teacher-friendly practical applications of lessons, classroom structures and schedules, etc.
>
> For the practical lesson, I am choosing to focus on writing, and I know there's no way I could effectively teach it without the identify it, prove it, bring it back around!
>
> I was wondering if I may have your permission to cite your work with the use your terms on the outline and rubric (which will be in my Appendices). I was also hoping to include three of your documents from The Write Structure in my Appendices for reference.
>
> I was hoping to include the "TWS Visual," "TWS Constructed Response," and the "TWS What is 'It'?" The copies I have are from January 18, 2018, so if there are updated versions, please let me know! I attached the copies I have below for reference.
>
> Thank you and let me know if I have your permission to cite your work.
>
> Enjoy the rest of your week!
>
> Jenn Slack
>
> --

GRAND VALLEY STATE UNIVERSITY
ED 693/695 Data Form

NAME: Jennifer Slack

MAJOR: (Choose only1)

_____	Adult & Higher Education	_____	Educational Differentiation	_____	Library Media
_____	Advanced Content Specialization	_____	Education Leadership	_____	Middle Level Education
_____	Cognitive Impairment	_____	Educational Technology	__X__	Reading
_____	College Student Affairs Leadership	_____	Elementary Education	_____	School Counseling
_____	Early Childhood Education	_____	Emotional Impairment	_____	Secondary Level Education
_____	Early Childhood Developmental Delay	_____	Learning Disabilities	_____	Special Education Administration
_____	TESOL				

TITLE: A Look into Mindset, Motivation, and Self-Regulation: How to Foster Motivation and the Growth Mindset in the Classroom

PAPER TYPE: (Choose only 1) **SEM/YR COMPLETED:** Winter 2019

__X__ Project

_____ Thesis

SUPERVISOR'S SIGNATURE OF APPROVAL ____________________

Using key words or phrases, choose several ERIC descriptors (5 - 7 minimum) to describe the contents of your project. ERIC descriptors can be found online at: http://eric.ed.gov/?ti=all

1. Motivation
2. Student Achievement
3. Student Engagement
4. Student Maladjustment
5. Student Behavior
6. Educational Psychology
7. Self Actualization
8. Teaching Styles
9. Teaching Methods
10. Educational Resources
11. Self Determination
12. Metacognition