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Teachers' Perceptions of Self-Regulated Learning in a Technology-Supported Collaborative Learning Environment

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Sharon Ann Davenport

has been found to be complete and satisfactory in all respects,
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Walden University
2021

Abstract

Teachers' Perceptions of Self-Regulated Learning in a Technology-Supported

Collaborative Learning Environment

by

Sharon Ann Davenport

MA, Nova Southeastern University, 2012

BSE, Delta State University, 2008

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

October 2021

Abstract

In a local school district, sixth- through eighth-grade students were reading and performing on reading tests below grade level, and teachers started using strategies to promote self-regulated learning (SRL) in their classrooms. However, students continued to struggle with reading comprehension when asked to read independently. The purpose of this qualitative case study was to explore the instructional strategies teachers used to implement SRL for reading and to explore the perspectives of middle-school teachers regarding how an SRL environment could affect students' learning outcomes. Winne's conditions, operations, products, evaluations, and standards (COPES) theory provided the conceptual framework for the study. Data were collected from face-to-face interviews, classroom observations, and instructional artifacts from 12 teachers in the South region of the United States. Findings from the thematic analysis indicated that although the teachers assumed the use of strategies to promote SRL would positively influence reading achievement, there was a need for professional development in managing time and applying the strategies within the context of the English language arts Common Core curriculum framework. A 3-day professional development workshop with an evaluation component was designed as a project to help teachers apply SRL strategies within their curriculum frameworks in their classroom. This training may help promote change in the local district and similar districts to improve reading outcomes for students.

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Dedication

“Trust in the Lord with all thine heart and lean not unto thine own understanding. In all thy ways acknowledge Him, and He shall direct thy paths (Proverbs 3:5-6, KJV).

I devote this study to my deceased father, who always instructed me to address God in all that I do and to trust Him for the covenant that He made in His Word. My dad also taught me the meaning of working diligently, having integrity, and striving to live a moral life. In addition, I dedicate this study to my mother, who always prayed for me, and she inspired me to continue faithfully through my oppositions, instead of giving up. My mom is my example of a truly virtuous woman. Finally, I devote this study to my three children, Malcolm, Johneisha, and Kenneishia. My children have always assisted, uplifted, and persuaded me to stay focused. They were very patient with me and accepted the sacrifices that I made to make life greater for our household. I love all of you!

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Section 1: The Problem

The Local Problem

According to Holtzheuser and McNamara (2014), self-regulated learning (SRL) is an approach that requires students to plan, monitor, and assess their learning independently, which could help to boost achievement. Williams Middle School (pseudonym) was the local middle school setting for this study where students who were entering sixth grade faced challenges with reading comprehension. Data from previous state standardized test scores (State Department of Education, 2016; U.S. Department of Education, 2015) and current data from the district's checkpoint and 9 weeks' assessments in English language arts (ELA; Educational Leadership Solutions, 2017) were used to provide evidence of the problem. Because 87% of the general student population was not able to obtain proficiency on the state standardized assessments and the district's checkpoint and 9 weeks' assessments, the predominately African American sixth-, seventh-, and eighth-grade student population at Williams Middle School was negatively impacted because the students were reading and performing beneath grade level (State Department of Education, 2016; U.S. Department of Education, 2015). In addition, some students achieved below proficiency on teacher-made unit tests (Sixth-Grade Teacher, personal communication, September 25, 2017). As the targeted 25% of the students were observed when they read during small group settings, the students participated by making a positive response to the discussions about the text, working with their peers to plan strategically how they would complete the assigned task, and engaging actively in the lesson. Consequently, when the targeted 25% of the students were asked to

self-regulate their learning by rereading the text and responding to comprehension questions independently, the students struggled to complete the assigned task and were unmotivated to learn (Sixth-Grade ELA Teacher, personal communication, April 25, 2016). At the onset of the school year, students at Williams Middle School were assigned an iPad, which they used to self-regulate their learning by completing class assignments or taking reading assessments independently on the myOn and Accelerated Reader digital reading programs. Although recent research indicated teaching students SRL through specific strategies improved student achievement, especially among students with poor reading fluency (see Rahim et al., 2017), other research suggested gaps in the research literature made it difficult to understand what effective SRL instruction was (see Bruijn-Smolders et al., 2014). From the teachers' perspective, it was not clear whether the strategies used to promote SRL would enhance student achievement.

Definition of the Problem

At Williams Middle School, students were struggling with comprehending text that they read and interacted with independently upon entering sixth grade. This qualitative study addressed the instructional strategies that teachers were using to promote SRL in students when reading and interacting with text independently. In addition, it was not known how the teachers perceived an SRL environment would promote reading comprehension. I chose this issue for the study because research indicated the students could be motivated to learn and improve their reading comprehension by using SRL strategies, which included setting goals and planning strategically (Nejadihassan & Arabmofrad, 2016). The erroneous belief about the merit of

SRL strategies, as well as challenges that teachers faced in teaching and implementing SRL strategies in the classroom, contributed to this problem. There was a need to explore middle school teachers' experiences with and perspectives about applying SRL strategies in the classroom.

Exploring the issue from the perspective of teachers was essential. Researchers asserted that teachers play a major role in amplifying students' use of self-regulation skills (Blackwell et al., 2014; & Van Beek et al., 2014). In addition, the backing of the school and district leaders was required to ensure SRL strategies were taught and applied effectively in the classroom. Therefore, more information was needed to understand the perspectives of local middle school teachers regarding their experiences of teaching and applying SRL strategies in the classroom. The findings from this study could be beneficial in initiating a program to help middle school teachers apply SRL strategies beneficially in the classroom and to make sure the school and district leaders supported the teachers.

Rationale

Evidence of the Problem at the Local Level

At Williams Middle School, the instructional strategies teachers were using to promote SRL in their students when reading and interacting with text independently were not known. In addition, it was unknown how the teachers perceived that an SRL environment influenced learning outcomes related to reading comprehension (Sixth-Grade ELA Teacher, personal communication, April 25, 2016). Despite collaborative learning environments and the integration of technology to support content learning, 25%

of the 682 students at the local site were not able to meet several of the state's college and career readiness standards for language arts. These standards included the following: (a) citing specific textual evidence to support their responses to comprehension questions, (b) identifying the main idea or theme of a passage, (c) using context clues to determine the meaning of words or phrases as they are used in the text, (d) providing a summary of the text that does not include personal judgments or opinions, and (e) justifying the author's purpose for writing (State Department of Education, 2016; U.S. Department of Education, 2015). According to Korinek and deFur (2016), direct teaching and the effective application of SRL strategies would benefit the students in this population. Many elements contributed to this problem, which included the erroneous belief about the benefit of SRL strategies (see Spruce & Bol, 2014). Another obstacle was roadblocks the teachers faced in teaching and applying SRL strategies in the classroom (see Sweigart & Collins, 2017).

Furthermore, according to informal conversations with teachers and administrators at Williams Middle School regarding assessment data, it was evident that some of the students were reading and performing below proficiency. One of the teachers expressed that the students lacked motivation and struggled when they worked independently (Sixth-Grade Teacher personal communication, April 25, 2016). The targeted 25% of this teacher's students were reading and performing below grade level; however, when she observed the students as they read a variety of text online during small group settings, the students actively participated in the activity. The students contributed positive responses to the discussions about the text, worked with the group to

plan how the assigned task would be completed and seemed to be motivated to learn while they were engaged in the lesson. However, when the targeted 25% of the students were given the assignment to self-regulate their learning by rereading the text and responding to comprehension questions independently, they struggled to finish the assigned task and seemed unmotivated to learn (Sixth-Grade Teacher personal communication, April 25, 2016). This qualitative study was conducted to provide teachers, school administrators, and district leaders with information regarding how middle school teachers in a rural community described, demonstrated, and documented teaching strategies to support SRL for students working independently in a technology-supported learning environment. In addition, this study provided information regarding middle school teachers' experiences with and perspectives about applying SRL strategies in the classroom, so students could acquire the skills needed to improve academically.

Evidence of the Problem From Professional Literature

Although recent research suggested gaps in the literature made it difficult to comprehend what effective SRL instruction is (Bruijn-Smolders et al., 2014), other research stipulated that directly teaching students SRL through specific strategies enhanced achievement results, especially among students with poor reading fluency (Holtzheuser & McNamara., 2014). According to Stoeger et al., (2014), students' effective use of the following literacy strategies during guided and independent practice may enhance the students' ability to identify the main idea: "underlining and copying main ideas verbatim, drawing a mind map containing main ideas, and summarizing main ideas in one's own words" (p. 800). Interventions, which included the teacher modeling

the effective use of literacy strategies and using small group settings where reciprocal teaching occurred, expanded the students' mastery of reading objectives, promoted SRL skills such as goal setting and planning, reinforced the students' desire to read, and refined understanding of the expository text (see Nejabati, 2015).

Research also indicated that students' motivation to learn and their SRL skills may be expanded in learning environments that included the use of technology and collaboration. According to Puzio and Colby (2013), collaborative and cooperative grouping was a crucial element of effective literacy interventions related to SRL, particularly at the elementary level. Yurdugül and Cetin (2015) argued that the facilitation of course organization, class resources, student motivation, and collaborative learning were elements that affected the scholars' perceptions of the learning outcomes. According to Mason (2013), students struggled when they strived to self-regulate their learning without direct instruction in strategies such as self-reinforcement, self-monitoring, and setting goals. The goal of the current qualitative case study was to explore how middle school teachers in a rural community described, demonstrated, and documented instructional strategies to support SRL when students worked independently in a technology-supported learning environment. In addition, teacher perspectives about how an SRL environment influenced learning outcomes related to reading comprehension were explored. Findings from this qualitative study could provide insight into the challenges of improving student proficiency in language arts.

Definition of Terms

The following terms were used throughout this study:

At-risk students: Students who are performing below their current grade level and are at risk of failing academically (McDaniel & Yarbrough, 2016).

Cooperative learning: A technique in which students work collaboratively in small, heterogeneous groups to learn skills from each other and to complete a common goal (Özdemir & Arslan, 2016).

Instructional coach: A person who provides teachers with support regarding the implementation of research-based instructional strategies to improve teaching and learning (Knight et al., 2015).

Middle school setting: Students placed in Grades 6 through 8 (Ciullo et al., 2015).

Professional development: Opportunities given to adult learners in which they are given the training needed to improve teaching practices. Participants obtain tools that help them to develop professionally via individualized/collaborative learning, book studies, and instructional coaching and/or mentoring (Stringer, 2013).

Reading comprehension: The process individuals will experience when they read a text and find meaning by combining words and phrases within a specific context (Yogurtcu, 2013).

Self-regulated learning (SRL): The “awareness and control over one’s emotions, motivations, behavior, and environment as related to learning” (Nilson & Zimmerman, 2013, p. 5).

Significance of the Study

The local problem was addressed in this qualitative case study by exploring middle school teachers’ accounts of the instructional strategies used to promote SRL, as

well as how they perceived an SRL environment influenced student learning. The focal point of this study was an issue that had received minimal research in the middle school setting.

Findings from this study may benefit the stakeholders in a rural community, which was made up of the local school board members; the faculty and staff of the elementary, middle, and high schools; the community leaders; and the parents and students. Based on the findings of this study, the district stakeholders may work strategically to meet the academic needs of all students who are reading and performing below grade level. In addition, the findings of this study may help the school district's instructional coaches to develop curriculum maps and pacing guides in the core content areas and elective classes, which could help to improve the students' learning outcomes related to reading comprehension. Moreover, the findings of this study may help district leaders plan professional development training sessions that could help teachers promote the SRL of at-risk students. Furthermore, the findings of this study may contribute to positive social change by helping class and district leaders improve educational practices by creating and applying strategies that could promote proficiency in reading achievement.

Research Questions

The purpose of this qualitative case study was to explore how middle school teachers in a rural community described, demonstrated, and documented instructional strategies to support SRL in a technology-supported collaborative learning environment and to examine teachers' perspectives regarding how this environment influenced

learning outcomes related to reading comprehension. The following research questions (RQs) guided the research:

RQ1: How do teachers describe the instructional strategies that they use to promote SRL (e.g., planning, setting goals, strategizing, completing tasks, monitoring, adapting, and reflecting) in a technology-supported collaborative learning environment?

RQ2: How do teachers demonstrate the SRL strategies to students when they assign a planned task that is timed?

RQ3: How do teachers document the students' implementation of SRL in a technology-supported collaborative learning environment?

RQ4: What are teachers' perspectives about how the use of SRL strategies influences learning outcomes related to reading comprehension?

Review of the Literature

In this literature review, I synthesize published research to create a foundation and justification for this study. Several strategies used to aid students in applying SRL are discussed. To acquire relevant sources for the literature review, I accessed the online library through Walden University, and I explored the following databases: Education Source, SAGE Research Methods, Thoreau, Education Resources Information Center (ERIC), and ProQuest Central. The key terms, which I used to find information for the literature review, included the following: *self-regulated learning strategies*, *self-regulated learning*, *cooperative learning strategies*, *cooperative learning*, *collaboration*, *middle school setting*, *middle school*, *reading strategies*, *reading intervention strategies*, *reading intervention*, *helping struggling readers*, *teaching reading*, *technology*, *reading*

achievement, and *teacher's perceptions*. In addition, I included details from textbooks I retrieved online that further explained the impact that an SRL environment has on student achievement. The key term used to search for the conceptual framework portion of this study was *self-regulated learning*. Many of the articles examined and used for this study were peer-reviewed and published within the past 5 years.

The literature review is divided into two sections. The first section includes details about the conceptual framework that laid the foundation for middle school teachers' perspectives about how an SRL environment influenced learning outcomes related to reading comprehension. The second section includes current research on (a) self-regulated learning strategies, (b) the school setting and self-regulated learning, (c) influences of self-regulated learning on student success, (d) self-regulated learning and reading achievement, (e) self-regulated learning and technology support, (f) self-regulated learning and student achievement, (g) barriers to self-regulated learning, and (h) the benefits of self-regulated learning.

Conceptual Framework

My research questions and research purpose drew upon the framework of concepts conveyed in Winne's (2014) conditions, operations, products, evaluations, and standards (COPES) theory. Winne proposed the COPES method to structure self-regulated learning. Conditions include the available resources and any limitations the learner might encounter when completing a task, and they consist of the following types: (a) task conditions external to the learner and included resources, verbal cues given by the teacher to complete tasks, and collaborative work in small group and (b) cognitive

conditions internal to the learner that include self-efficacy, motivation, goal setting, understanding of the task, and knowledge of tactics or strategies to complete the assigned task. Operations refer to the cognitive processes, tactics, and strategies the learner uses to work on a task, which includes using information, people, or objects. Products refer to the information created by the operations. Evaluations refer to the feedback given when evaluating the quality of the work done in completing a task, which might be generated internally by the student or provided by external sources. Standards refer to the criteria or standards against which the products are monitored. The COPES framework consists of a strategic model that could be implemented in a self-regulated /collaborative learning environment. For the purposed of the current study, this theory included techniques that showed how SRL was motivational to children. Moreover, this theory provided the following strategies children could use to learn independently, which included analyzing task requirements and selecting, adapting, or inventing strategies to master the objectives. In addition, children could master the following skills: taking notes, asking questions, setting productive goals, monitoring their progress as they worked through the task, and allocating their time and their resources in ways that could help them take control of their learning.

Researchers had conducted studies to understand the impact SRL has on reading achievement. The current qualitative case study was supported by Winne's COPES theory. In this qualitative case study, I explored how middle school teachers in a rural community described, demonstrated, and documented instructional strategies that supported SRL in a technology-supported collaborative learning environment and

explored teachers' perspectives about how this environment influenced learning outcomes related to reading comprehension. Winne's COPES theory provided a conceptual framework for my explorations because all students, regardless of their socioeconomic status, may succeed academically when they interact positively in their school environment (see Huang, 2015). Based on the research questions, my research was inductive, and the COPES theory provided a way to explore how teachers demonstrated and described their efforts in implementing self-regulated curriculum, instruction, and assessment for effective teaching and learning (see Merriam & Tisdell, 2015).

Self-Regulated Learning Strategies

Several researchers conducted studies that stated the definition of SRL. In addition, researchers provided details about SRL strategies. SRL strategies were described as the skills teachers implemented in the classroom to promote students' self-directed learning, which included setting goals, selecting relevant learning strategies, coordinating information, sustaining motivation, asking for assistance, conducting self-evaluations, and tracking progress (Nejabati, 2015). SRL skills used by learners included cognitive (e.g., organization) metacognitive (e.g., planning), behavioral (e.g., time management), and motivational elements, which included self-efficacy, extrinsic and intrinsic goals, and the understanding and value of the task (Broadbent, 2017; Ocak & Yamac, 2013). SRL encompassed the ability to set goals, choose pertinent learning strategies, retain motivation, and self-monitor and evaluate progress (Holtzheuser & McNamara, 2014). Students are self-regulated learners based on the degree of their active involvement in their learning (Effeney et al., 2013). Self-regulated learners possessed a

battery of skills and strategies, including metacognition, goal setting, and effortful control, which helped them increase their overall reading comprehension and math performance during the elementary school years (Zee et al., 2013). Self-regulated learners are autonomous and can monitor, direct, and regulate themselves toward goal attainment; in addition, these learners understand intelligence is not a fixed quality and realize that they can control successes or failures in goal attainment (Koseoglu, 2015).

School Setting and Self-Regulated Learning

Teachers impact the lives of every student (Feng & Sass, 2013). As educators recognize students come to them with diverse backgrounds and with varying abilities, they work to differentiate their teaching to accommodate all types of learners and to create inclusive classrooms (Hutchinson, 2014). Graue et al. (2015) argued that teacher flexibility, or improvisation, is an essential component for supporting children's cognitive development: "teachers improvised when they actively responded to children's diverse, intellectual, social, and emotional experiences and needs; taking multiple bodies of knowledge into moment-to-moment interactions with children" (p. 14). In addition to classroom activities, the quality of the learning environment has also been identified as a predictor of the effectiveness of SRL (Ning & Downing, 2014). The school context also provides children with opportunities to interact with peers, in which joint activities required students to control their thinking and actions or engage in regulation of their learning (see Chatzipanteli et al., 2013). Researchers found that classrooms emphasizing social climate over academic performance, and those that allowed students to assume an active role in their learning rather than be a passive recipient, elicited higher levels of

SRL behaviors (see Smit et al., 2013). Researchers also suggested that the quality of students' relationships with their teachers plays a role in the development of their self-regulation abilities and subsequent reading and math skills (Cadima et al., 2015). Mega et al. (2014) found that adolescents' self-regulation skills depended on the quality of the relationships with their teachers. Researchers conducted numerous studies and noted that teachers' perspectives about struggling learners played a key role in how they instructed their students (Urhahne, 2015). SRL that was delivered in traditional face-to-face classrooms was one strategy that school systems used to bolster student success, academic performance, student retention, and graduation rates (Regan & Martin, 2013). Several researchers studied the development of SRL strategies (Bembenutty et al., 2015; English & Kitsantas, 2013). As a result, these researchers concluded that scaffolding could be a vital tool to help support the composition of SRL skills. Teachers had been found to support the emergence of children's SRL in several ways, including serving as an information source, scaffolding, and modeling SRL strategies, such as goal setting and evaluating one's performance (see Yildiz Demirtas, 2013). Teachers could model SRL strategies for students by setting goals, monitoring online progress, and evaluating students' performance; thereby, making the different steps of SRL explicit to students (Peeters et al., 2014). Teachers could play a vital role in instructing students in the use of SRL skills to support their academic achievement (Blackwell et al., 2014; van Beek et al., 2014). Teachers did not integrate self-regulation strategies in their classrooms frequently; however, explicit teaching was effective in increasing students' use of self-regulation skills and correlated with increases in student achievement (see Caughy et al., 2013).

Influences of Self Regulated Learning on Student Success

Although several individual differences contributed to children's level of SRL such as temperament and general disposition (Zuffiano et al., 2013), other causal factors existed through which one could potentially intervene and thereby increased young children's engagement in SRL. "Acquiring the metacognitive knowledge and skills that are hallmarks of SRL enabled students to take charge of their learning and academic future" (Dent & Koenka, 2015, p. 428). Based upon earlier research, which pertained to SRL, it was argued that students, who were explicitly taught the SRL strategies, developed self-efficacy and progressed in academic achievement (Caughy, et al., 2013). Self-efficacy, among other elements, could help at-risk students overcome their at-risk conditions and had a positive impact on their academics (Montgomery & Mirenda, 2014). Self-efficacy influences the amount of effort a student puts into completing a task, which consists of how long the student persisted at completing the task and how the student persevered when the task became more complex and rigorous (Ocak & Yamac, 2013). When students were successful at self-regulating their learning, they were more likely to increase their achievement scores (van Beek, et al., 2014). Students who were taught higher level SRL, which included addressing the problem, creating an action plan, completing the assigned task, and monitoring for accuracy, had demonstrated more active class participation (Montroy, et al., 2014). In addition, students who had been taught how to address a problem, consider possible solutions, decide on a plan of action, and implement their plan were more likely to actively participate in class and earn higher grades on class assignments (Fuhs et al., 2013; Schmitt, et al., 2015). Furthermore, when

students were able to outline a plan of action to complete a task, track the progress of similar preceding tasks, and set suitable goals, they typically experienced higher self-efficacy, which led to an increase in motivation (Holtzheuser & McNamara, 2014). When students were able to self-regulate their learning, they were more likely to have higher achievement scores (see Caughy, et al., 2013; van Beek, et al., 2014).

Self-Regulated Learning and Reading Achievement

DeFranco, et al., (2014) explained the importance of literacy in a students' life by stating that the ability to be a proficient reader would have an impact on student attendance, retention, graduation rate, unemployment, and even crime. Supporting children's early development of this ability was important, for SRL had been linked to several academic outcomes, including reading achievement, academic self-concept, and overall academic performance (Ning & Downing, 2014). "Less proficient readers had problems with one or more of the following: (a) decoding words, (b) speed and accuracy, (c) understanding the meaning of words, (d) activating meaning-making processes, and (e) applying self-regulation" (de Milliano et al., 2016). However, the students' reading comprehension could improve through the application of SRL strategies (Lysenko & Abrami, 2014). Teachers needed to plan creative, meaningful, differentiated, and engaging lessons to address the various learning styles of the students, as well as to increase their reading achievement (Firmender, et al., 2013). Teachers challenged students to read and interact with text that was appropriate for their grade level (Firmender et al., 2013).

Self-Regulated Learning and Technology Support

In online learning environments, the success of students relied heavily on the ability of the students to control their learning (Wang et al., 2013). The type of technology, which students handled for learning, had remained practically unchanged over the years (Mirriahi & Alonzo, 2015). Students, who were independent and self-directed, as well as willing and able to manage, control, and regulate their learning, were also more apt to succeed in online environments (Zheng, 2016). Some of the ways that technology was being used to support SRL promotion include the following: environmental freedom and learning mobility (Panadero et al., 2015); capturing and reflecting on learners selective SRL progress insights via dashboards (Lang et al., 2017; Panadero et al., 2015); real-time feedback (Mooij et al., 2014); and web-enabled prompts (Tsai et al., 2013). Learning dashboards, which are used as interactive visual representations, could provide greater insight, as well as understanding into collected traces of learner's activities (Verbert et al., 2013). Teachers could incorporate several types of data that could give an overview of the individual student's progress on various components of SRL (Lang et al., 2017). Moreover, SRL skills facilitated by interactive multimedia literacy software and a digital process portfolio had a positive impact on the reading achievement of students who struggled with reading comprehension (Lysenko & Abrami, 2014). Furthermore, teachers must grasp the notion that tech-savvy students would not be skilled in reading and writing when they interact with web-based texts.

Self-Regulated Learning and Academic Achievement

Successful learning requires that students be motivated to attain the desired learning goals (Lee & Hao, 2015). Students' beliefs about themselves, their efforts and their persistence would be a vital factor that influences their achievement (Huang, 2015). Some empirical studies showed that SRL was an essential stimulus to academic achievement (Effeney et al., 2013; Rosário, et al., 2013). In recent years, the concept of SRL had become the focus of applied educational studies as an important variable in boosting academic achievement and bringing about success (Tanriseven & Dilmac, 2013). The student's ability to learn independently of the support offered by the teacher influenced academic success (Kingsbury, 2015). When differentiating instruction, teachers could promote the use of SRL strategies. Teachers could teach SRL skills to support the students' academic achievement (Caughy, et al., 2013; van Beek, et al., 2014). When students learned and applied SRL strategies, they progressed academically (Maftoon & Tasnimi, 2014; Stoeger et al., 2014). Applying SRL skills effectively could result in positive effects on the students' academic development (Maftoon & Tasnimi, 2014; Stoeger et al., 2014).

Barriers to Self-Regulated Learning

Resolving the achievement gap issue would require collaboration between schools, communities, and parents (Huang, 2015). Previous research studies supported the use of SRL strategies during instruction to improve academic achievement. However, due to teachers using these strategies infrequently, there was a gap between research and practice (see Fuhs et al., 2013).

Several studies highlighted the benefits of SRL skills for adolescents; however, other studies emphasized the difficulty in teaching these skills (Blackwell, et al., 2014; Mega, et al.). In addition, research had shown that many teachers reported they did not have the adequate skills to increase student motivation and self-regulation (see Blackwell, et al., 2014; van Beek et al., 2014). Furthermore, teachers, who did not possess adequate SRL skills, were less likely to teach these skills to the students (see Buzza & Allinotte, 2013; von Suchodoletz et al., 2013).

Benefits of Self-Regulated Learning

The teaching of self-regulation skills, such as problem-solving, focusing attention, and modifying unsuccessful strategies, could support higher academic achievement as well as better community outcomes (Kiely et al., 2015; Montgomery & Mirenda, 2014). Results of studies about online SRL behaviors demonstrated that for those students who could regulate their learning there were several beneficial effects associated with goal attainment (Kizilcec et al., 2017). Previous researchers indicated teaching SRL skills contributed significantly to an increase in academic achievement and community participation outcomes (Fuhs et al., 2013; Montgomery & Mirenda, 2014). In addition, the teaching of specific SRL strategies to solve problems increased in-class participation and academic achievement (Fuhs, et al., 2013; Schmitt, et al., 2015; von Suchodoletz et al., 2013). Furthermore, students with higher SRL had higher class and test scores in comparison to students with low SRL skills although there was no difference in the students' reading level (Bohlmann & Downer, 2016).

Summary of the Literature Review Findings

The literature explored in this review extended from an identified and documented local problem within a public school district in the South region of the United States. The standardized test data of the school district showed that middle school students continue to struggle academically in reading. In the literature review, the following strategies: setting goals, planning/adjusting strategies, and monitoring, which scholars could use to self-regulate their learning while they completed a task, were discussed. In addition, the importance of the teacher's role in implementing SRL strategies effectively to increase student motivation and to improve the students' reading success when they read and interacted with text independently was explored. Moreover, how the effective implementation of technology could improve reading achievement positively was presented. Furthermore, the challenges of the teacher's lack of experience in increasing student motivation, as well as implementing SRL strategies effectively were also discussed. In addition, various researchers had argued that teaching SRL strategies to the students were beneficial to the teachers because it resulted in increased class participation and a progression in academic achievement. Exploring how middle school teachers in a rural community described, demonstrated, and documented instructional strategies to support SRL in a technology-supported collaborative learning environment and examining teacher perspectives about how this environment influenced learning outcomes related to reading comprehension would provide insight into helping to craft specific instructional strategies to support effective SRL in this district and would potentially provide a model for improved practice in our field.

Implications

This qualitative study contributes to the research on Self Regulated Learning (SRL) and the academic achievement of at-risk students. In addition, this study will add to the existing literature on improving the reading achievement of students by examining first-hand accounts of the perspectives middle school teachers in a rural community had regarding the impact an SRL environment had on student reading achievement. The findings of this study could influence how district leaders prepare professional development training sessions to prepare teachers to use research-based, best-practiced SRL skills effectively. In addition, the findings of this study may help middle school teachers to plan and to implement SRL strategies such as setting goals, monitoring learning and providing feedback effectively. Furthermore, the findings from this study could help policymakers, educators, and legislators ponder and execute strategies the school districts could implement effectively to serve low-achieving students in Title I public schools.

It is vital that teachers teach, model, and implement SRL strategies effectively in the classroom, so the students could become proficient in language arts, which include reading and writing (Korinek, & deFur, 2016). The results of this study would bring more attention to understanding the importance of teaching and implementing SRL skills efficiently and effectively. In addition, the perspectives of the participants as they describe, demonstrate, and document their experiences of teaching and implementing SRL skills, could encourage further exploration about middle school teachers'

experiences with teaching SRL skills, as well as the impact SRL has on reading achievement.

Summary

Section 1 of this proposed qualitative study focused on the problem of students at Williams Middle School scoring below proficient on the state standardized assessment. According to data from the State Department of Education (2016) as well as data from the district's checkpoint and nine weeks' assessments, the students had difficulty comprehending and interacting with text when they self were asked to self regulate their learning. The literature review section provided details on the conceptual framework, which laid the foundation for this study. In addition, empirical studies related to following topics were synthesized: (a) self-regulated learning strategies, (b) the school setting and self-regulated learning, (c) influences of self-regulated learning on student success, (d) self-regulated learning and reading achievement, (e) self-regulated learning and technology support, (f) self-regulated learning and student achievement, (g) barriers to self-regulated learning, and (h) the benefits of self-regulated learning. In Section 2, I describe and present a rationale for the methodology of this study. In addition, I include a description of the setting where the research was conducted, the sample selection, as well as measures taken to protect the rights of the participants. Next, specific information about the processes of data collection and data analysis, which includes the procedures for coding and establishing trustworthiness are given. Finally, in section 2 the I include findings and the results of the data analysis are described.

Section 2: The Methodology

The purpose of this study was to explore how middle school teachers described, demonstrated, and documented Self Regulated Learning in a technology-supported collaborative learning environment and to explore teachers' perspectives about how this environment influenced learning outcomes related to reading comprehension. Although the literature on implementing SRL strategies was substantial, few studies had addressed the teachers' direct experiences and perspectives about implementing SRL strategies in a technology-supported collaborative learning environment. Because this study aimed to provide a better understanding of the perspectives and experiences of the participants, a qualitative case study design was chosen to collect rich data and answer the research questions (see Creswell, 2012). According to Yin (2014), qualitative research also enables the researcher to conduct in-depth studies about a broad array of topics. In this section, I provide details about the significance of using this qualitative case study design and justify my reason for choosing this design over other methods for conducting research. In addition, I explain the selection and protection of participants, the tools and methods for data collection, and the procedures for analyzing and coding data. This section concludes with the findings of data analysis.

Qualitative Research Design

The approach used for this study was a qualitative case study, which addressed the sixth, seventh, and eighth-grade teachers' perspectives about the effectiveness of the instructional strategies they implemented in the classroom to promote SRL. A case study is a "common approach that focuses on individuals and small groups by documenting

their experiences and collecting information from multiple sources and perceptions” (Creswell, 2012, p. 5). According to Yin (2012), case studies are pertinent when the research addresses either a descriptive question (“what”) or an explanatory question (“how” or “why”); case study research is applicable when studying real-world situations and addressing pertinent research questions. In addition, Yin (2014) argued that a case study is the most appropriate research strategy to provide a detailed account of a person, company, or industry.

Rationale for Not Choosing Other Research Designs

Because this study included the perspectives of sixth-, seventh-, and eighth-grade middle school teachers and their experiences of implementing SRL strategies in the classroom, I chose a qualitative research design instead of a quantitative design. In the quantitative design, the researcher collects and analyzes numerical data looking for significant differences or trends (Creswell, 2012; Yin, 2014). Also, I did not choose an ethnographic, phenomenological, or a grounded theory qualitative design for this study. In the ethnographic design, the researcher is directly involved with a specific cultural group long term so that a detailed record of the group’s behaviors and beliefs may be provided (Creswell, 2012). The phenomenological design addresses the pertinent composition of human experiences as they are lived (Creswell, 2014). Because I did not conduct this study for theoretical purposes, I did not choose a grounded theory design. According to Merriam and Tisdale (2015), the purpose of grounded theory is to construct a theory of the phenomenon under study.

The qualitative case study design was the best choice for this study to explore the phenomenon. This research design was appropriate because it aligned with the qualitative research questions. Based on the research questions, I collected, analyzed, and interpreted data from classroom observations; artifacts, which included lesson plans, curriculum frameworks, and student work samples; and interviews. I drew conclusions from the triangulation of the descriptive data collected from multiple sources (see Yin, 2014). This allowed me to gather information about the perspectives of sixth-, seventh-, and eighth-grade middle school classroom teachers in a local school setting about the connection between reading achievement and SRL strategies.

Participants

Criteria for Selecting Participants

This study was conducted at Williams Middle School, a local middle school in the South region of the United States. The population consisted of sixth-, seventh-, and eighth-grade middle school teachers. The participants were drawn from a larger sample of approximately 50 middle school teachers, which included 40 regular education teachers, six assistant teachers, and four special education teachers. The number of participants was 12. In qualitative research, the number of participants depends on the depth of inquiry conducted (Creswell, 2012). Having too few participants does not provide enough data to address the problem; having too many participants could cause the depth of the inquiry to be insufficient for each participant (Yin 2014). I included at least four participants from each grade level at the research site who described, demonstrated, and documented instructional strategies to support SRL and share how

they perceived this environment influenced student achievement. These participants provided enough data to address the research problem. To participate in this study, the participants were required to have taught in middle school, which includes Grades 6 through 8. In addition, they were required to have students who were included in the targeted 25% who scored below proficiency level on the state standardized assessments for language arts, as well as district and teacher-made assessments. I used a form of purposeful sampling because of the availability of participants (see Creswell, 2012). “Purposeful sampling included a sampling method in which the researcher intentionally selected participants who would best help them understand the central phenomenon” (Creswell, 2012, p. 206). This method of sampling is the most common for qualitative research purposes (Yin 2014).

The goal of this qualitative study was to explore the instructional strategies middle school teachers were using to promote SRL in their students and to explore the teachers’ perspectives of how an SRL environment influenced learning outcomes when students worked independently in a technology-supported learning environment. Purposeful sampling was an appropriate sampling technique for this case study because of the need to select information rich cases study to explore the influence SRL had on the reading achievement of middle school students. The criteria for participation in this case study were the following: (a) Participants were employed as Grades 6–8 middle school teachers; (b) participants had 3 or more years teaching experience.

I sent a recruitment email to 17 teachers who met the selection criteria. These prospective participants included 12 sixth-, seventh-, and eighth-grade middle school

teachers: one drama/theater teacher, two social studies teachers, two physical education teachers, two science teachers, two mathematics teachers, and three ELA teachers.

Twelve of them responded and agreed to be in the study. Table 1 provides demographic data about participants.

Table 1

Teacher Demographics

Participant Code	Years of teaching	Grade level	Content area
T1	3	6-8	Drama
T2	3	6-7	Mathematics
T3	3	6-8	P.E./Health
T4	12	6-7	English Language Arts
T5	3	7-8	Science
T6	3	6-8	P.E./ Health
T7	17	8	Science
T8	4	7-8	English Language Arts
T9	3	6-7	Social Studies
T10	17	7-8	Social Studies
T11	3	6	English Language Arts
T12	12	8	Mathematics

Then, I emailed informed consent letters, which included: background information about the study, procedures, the voluntary nature of the study, risks, and benefits of being in the study, privacy, limits of confidentiality, contacts and questions, a statement of consent, and directions for returning the letter to me. The participants signed and hand-delivered their consent letters to me before participation.

Procedures for Gaining Access to Participants

To gain access to the participants, the first step taken was to get approval from the Superintendent of the rural school district and the building administrator of the participating school. Second, I acquired signatures from the district and school representatives on documents required by Walden University's Institutional Review Board (IRB). In addition, I sent notifications via email to the participants, which explained the purpose of this study. Moreover, I informed the participants about their roles, responsibilities, and benefits of the study. Furthermore, I let the participants know it was their choice to participate or not to participate in the study, and I informed them about the expected time of their commitment. To build rapport with the participants, I assured them that they would remain confidential and all the information, which they provided, would remain confidential.

Establishing a Researcher-Participant Working Relationship

To establish a positive researcher-participant working relationship, I communicated with the teachers who volunteered to participate in this study. I sent an email that explained the purpose of this study, the role of the participants, and the process for conducting this study. In addition, I sent a personal email to all the teachers who

volunteered, which I sought their consent to participate in this qualitative case study. If requested by the participants, I would provide additional details about this study.

Moreover, I informed the teachers that their participation in this study was voluntary, and I explained the researcher-created informed consent form. In addition, I assured them that their identity and responses to the interview questions would remain confidential.

Furthermore, I explained to the participants that the data collected would be used strictly for this qualitative study and stored in a secure area outside of the school.

Procedures for the Protection of Participants

First, I received approval from the Institutional Review Board (IRB) at Walden University before I could discuss the study with the potential participants. In compliance with the guidelines of the IRB, my application to conduct this study was approved on September 12, 2018, with approval # 09-12-18-0417104. According to the IRB website (Walden, 2017), the goal of the IRB is to ensure that when researchers conduct a study, their focus should be the protection of the possible participants, which includes confidentiality and integrity. In addition, I completed training and received a certificate of completion from the National Institute of Health (NIH) Office of Extramural Research Web-based training course, “Protecting Human Research Participants,” on June 8, 2018, Certificate #2839891 (NIH, 2015). This training addressed the importance of protecting the confidentiality of the research participants, as well as informing the participants about the consideration of benefits or any risks which may occur. Moreover, I sent a signature-required letter of support to the Superintendent of Williams Public School District (pseudonym), which requested permission to conduct the study within a secondary school

in the district. Furthermore, I complied with IRB guidelines and NIH standards by asking all the potential participants to sign an informed letter of consent. According to Creswell (2012), the use of an informed consent form helped the researcher and participants remember to protect the rights of the participants. The consent form included a description of the purpose of the study, as well as any risks associated with participating in this study.

In addition, I protected the identities of the participants. I used pseudonyms instead of their names and omitted any identifiable personal information. Moreover, I created a password-protected document on my hard drive to store the files with the transcripts of the interviews and reviewed lesson plans. Furthermore, I stored a list of the participants' names and their pseudonyms, as well as hard copies of the signed consent forms and the index card, which contained their contact information, in a locked area at my home. The stored confidential information will be kept for five years after the completion of the study. Afterward, I should delete the digital files and shred the hard copies after 5 years since the study would be completed.

Data Collection

The data collection was in-depth (Creswell, 2012). My data sources consisted of classroom observations, artifacts (which included lesson plans, curriculum guides, and student work samples), and face-to-face teacher interviews. The data sources were used to help me to collect a vast amount of detailed information to explore how middle school teachers described, demonstrated, and documented instructional strategies which supported SRL in students as they worked independently in a technology-supported

learning environment. In addition, interviews allowed me to gather data on teachers' perspectives about how an SRL environment influenced learning outcomes related to reading comprehension.

Twelve middle school teacher participants were observed in their classrooms and interviewed face-to-face. I used an Observation Form (Appendix B) to observe the strategies that the participants used to promote SRL in their classrooms. The observations provided information that ensured the data collected from the responses to the interview questions (Appendix C) were credible. In addition, the participants submitted artifacts that included lesson plans, curriculum guides, and student work samples for review. Reviewing lesson plans and curriculum guides helped me to gain insight into the strategies and activities the participants planned to use during classroom instruction. The student work samples helped me to see the feedback and comments given by the participants when students completed activities independently or cooperatively. Based on the literature review, I developed a Checklist for Document Review (Appendix D). I used the checklist to organize my review of the artifacts. I collected additional data through responses transcribed from audio recordings of face-to-face interviews. Table 2 below illustrates the relationship between the research questions and the data sources.

Table 2*Relationship Between Data Sources and Research Questions*

Research Question	Data Sources
Research Question 1 (RQ1): How do teachers describe the instructional strategies that they use to promote self-regulated learning in a technology-supported collaborative learning environment?	Interview Questions #1 – #7 (on the interview protocol) Document Review (checklist category #2, #5, #6 & #8)
Research Question 2 (RQ2): How do teachers demonstrate self-regulated learning strategies to students?	Observation Checklist and Checklist for Document Review (Categories #1, 3, & #4)
Research Question 3 (RQ3): How do teachers document the students' implementation of self-regulated learning strategies?	Interview (questions (#8 – #9)) Checklist for Document Review (category #7)
Research Question 4 (RQ4): What are teachers' perspectives about how the use of self-regulated learning strategies influences learning outcomes related to reading comprehension?	Interview (questions #10 – #15)

Observations

In the first phase of the data collection, I completed four classroom observations for each participant, which lasted up to 60 minutes. I completed the observations using an Observation Form (Appendix B). The Observation Form was created so the instructional strategies that teachers used could be described in the categories presented in COPES theory (Winne, 2014). I created the observation form after a thorough literature review about SRL and reading achievement. During the classroom observations, I observed the

teacher, not the students. I noted the strategies the teacher used to promote SRL in her classroom. I included field notes from scheduled classroom observations conducted at a time agreed upon by the participants. The observations were essential to this qualitative study because the data collected provided a mental picture that validated the responses given by the participants during the interview and the data collected from the artifacts.

The observations varied in length from 30 minutes to one hour. According to Patton (2014), when conducting observations, “fieldwork descriptions of activities, behaviors, actions, conversations, interpersonal interactions, organizational or community processes, or any other aspect of observable human experience are documented (p. 14).” Before completing the observations, I restated my purpose for the observations with each participant. In addition, I stressed to each participant that my observations, as well as field notes, would remain confidential. As an observer, I watched, listened, completed the Observation Form (Appendix B), and took notes during the 50 minutes of classroom instruction. Afterward, I wrote a detailed and descriptive reflection, which included data collected from the Observation Form (Appendix B) and field notes. I created a password-protected document on my hard drive to store the files with the data collected from the observations. Data collected from the observations was analyzed, then coded and themes were determined. These themes were compared and connected to the data collected from the artifacts and interviews about the participants’ experiences with SRL in their classrooms.

Interviews

The next sources of data collected for this study included the participants' responses to questions from face-to-face open-ended interviews. The interview protocol (Appendix C) consisted of 16 open-ended questions, which were developed after conducting a literature review on SRL and were based on themes from that review and Winne's COPES theory (Winne, 2014). The interviews allowed teachers to describe the strategies that they used to promote SRL in students as well as give their perspective of how an SRL environment influenced learning outcomes related to reading comprehension. Each interview was informal and carried out in a style like an everyday conversation (Creswell, 2012). The questions were guided by and provided evidence of strategies that the participants used to promote SRL in the classroom. I scheduled the interviews at a time agreed upon by the participants – after school. I used a tape recorder to record the interviews, and I transcribed the responses later for the analysis of the content. If the participants' responses were unclear, I asked the participants to clarify their responses for the accuracy of information. My researcher's field notes included a description of the setting and were used to decrease researcher bias by focusing on the participant instead of reflecting on my thoughts about the questions asked during the interview (Patton, 2014). Each audio-taped interview was transcribed into a Microsoft Word document within 48 hours after the interviews were conducted to ensure an accurate account of the data collected. I created a separate file for each participant. Then, I saved each file in a password-protected file on my personal computer.

Artifacts

In addition to the observations, and interviews I also collected data from sample lesson plans, curriculum guides, and student work samples. I collected these artifacts after the observations were completed. These artifacts were essential to this qualitative study because the data allowed me to further answer research question three by analyzing what the participant documented in terms of their experiences with promoting self-regulated strategies in students (i.e., their intended practices). It also allowed for triangulation about how participants described their use of instructional strategies to enhance SRL in their interviews. I asked all the teachers who participated in the study to provide copies of their lesson plans, as well as copies of their curriculum frameworks and student work samples for the previous four weeks. The participants worked collaboratively in subject-area teams to develop common lesson plans which used the scope and sequence of the district's pacing guide and followed the Madeline Hunter format to teach the curriculum frameworks. The lesson plans included information that showed how the participants planned to implement SRL strategies in their classes through direct teaching and student-centered activities, which students completed collaboratively or independently. In addition, the participants gave me various student work samples to use in this study. The work samples were in the form of worksheets or original work that the students completed collaboratively in small groups or independently. The artifacts were de-identified then reviewed based on the Checklist for Document Review (Appendix D). The checklist was created to review the documents collected from the participants and to check for evidence of the implementation of self-regulated learning

strategies that were aligned to the categories presented in COPES theory (Winne, 2014). According to Patton (2014), when collecting data for qualitative studies, “written materials and documents from organizational, clinical, or program records; social media postings of all kinds; memoranda and correspondence; official publications and reports; personal diaries, letters, artistic works, photographs, and memorabilia; and written responses to open-ended surveys are collected” (p. 14).

Systems for Keeping Track of Data

As I collected and stored data for this qualitative case study, I kept all the information confidential. Since I was the only person conducting this study, I used precautionary measures to ensure that the data collected remained secure. I kept the cassette tapes and transcribed notes, which included paper, as well as electronic copies, on a flash drive in a locked cabinet. In addition, all the original copies of forms, both paper and electronic, included in this study were stored in a locked cabinet. The laptop, which I was working on, was password protected. Therefore, no one was able to access the saved files and all correspondence with the volunteer participants sent or received via email. In addition, I used a coding system to ensure the identity of the selected participants remained confidential. Instead of using the participants’ names, I assigned the codes T1 – T12 to represent the teachers individually.

Research Log and Reflective Journal

When collecting data during the face-to-face interviews and the observations, I used a research log and a reflective journal to record the volunteer participants’ responses and the things that I saw happening during the observations. Bloomberg and Volpe

(2012) argued the use of a research log and a reflective journal gave the researcher a chance to document the thoughts and ideas of the selected participants and explain the data collected. I used a hardcover notepad to collect the data and included an orderly timeline of events, which consisted of the dates and times of the recorded interviews and observations.

Role of the Researcher

The foundation for this research topic stemmed from conversations with colleagues about their students who struggled with self-regulating their learning when they read and interacted with text independently. As a result, the students had performed poorly on reading assessments. Since one of the district's goals was to improve student achievement, I was certain the participants would be willing to share their perspectives about the influence SRL had on reading achievement.

In qualitative research, the researcher became the primary collector of data. The participants in this study were colleagues of mine who were currently working in the district. I had been employed as a middle school teacher in this district for nine years; therefore, I had established a positive rapport with the participants. The working relationship which I had with the participants allowed them to be comfortable enough to speak openly and honestly about their perspectives of how a SRL environment influenced learning outcome when students worked independently in a technology-supported learning environment. I was a regular education teacher at the school where the research was conducted; however, I was not in a supervisory position of authority over the participants.

As the researcher conducting this qualitative case study, I collected the data that included audiotaped recordings of face-to-face interviews with the participants. In addition, I analyzed additional data collected that included field notes from observations and artifacts collected from the participants, which included lesson plans, curriculum guides, and student work samples.

To ensure an unbiased position during data collection, I maintained moral and ethical behavior. I ensured that the data collected from the interview transcriptions, observations, and document reviews were recorded, analyzed, and interpreted accurately. In addition, I maintained the confidentiality of the participants when recording, analyzing, storing, and reporting data. All aspects of this study, as well as the findings and recommendations, were included in my completed dissertation and shared in a final report with the district leaders and stakeholders in the community. I hoped the findings of this qualitative case study would make a positive social change in a rural middle school setting. Furthermore, this study would be of interest to all educators, community leaders, and parents who desired to see middle school students progress academically.

Data Analysis

In this qualitative case study, I explored how middle school teachers in a rural community described, demonstrated, and documented instructional strategies to support SRL in a technology-supported collaborative learning environment and examined teacher perspectives about how this environment influenced learning outcomes related to reading comprehension. I used qualitative thematic analysis (Creswell, 2014; Peel, 2020) to explore the specific instructional strategies middle school teachers are currently using to

promote SRL in their students and examined the teachers' perspectives of the effectiveness of those strategies. Thematic analysis in qualitative research is a system of organizing, transcribing, examining, describing, coding and tabulating evidence, which is then presented in a meaningful format (Peel, 2020). The foundation for this analysis was the use of a priori codes taken from Winne's COPES theory. Once all the data was collected, saved, and stored, I began analyzing the data using the steps for thematic data analysis (Creswell 2014) which included: (a) organize and prepare data; (b) read through all data; (c) begin coding; (d) use coding to generate a description of the setting or people and to determine categories and themes; and (e) interpret the data.

Preparing the Data for Analysis

First, I organized and prepared six audio cassette tapes before observing the participants in the classroom, completed the checklist for document review, and conducted the interviews. I coded the labels as T1 – T12 to identify the participants. Next, I labeled three folders to prepare them for storing hard copies of the Transcribed Data, Observation Checklists and Field Notes, and Checklists for Document Review. Then, I organized and prepared separate electronic files on my computer for each of the research questions. I color-coded each question, as well as the related interview questions (Appendix C), the participants' responses, and the checklist categories from the Observation Form (Appendix B) and the Checklist for Document Review (Appendix D).

Second, I read through all the data collected on the observation form (Appendix B) and the field notes taken during observations, as well as used the Checklist for Document Review (Appendix D) to check the artifacts, which included lesson plans,

curriculum guides, and student work samples. I identified the instructional strategies used by the participants to support the use of SRL strategies and to answer the research questions. Next, I listened to the audio recordings of the interviews with the participants before transcribing. After each interview was transcribed, I read the transcribed notes several times, checked for accuracy of the information, and developed an impression of the specific instructional strategies that middle school teachers were currently using to promote SRL in the students, as well as the teachers' perspectives of how an SRL environment influenced learning outcome. Once data were prepared the initial coding took place.

Coding Interviews

I started by coding the interviews using Winne's COPES categories as a priori codes. After I had read each of the participant's responses, I looked for the repetition of words and phrases given in the participants' responses to the interview questions on the Interview Form (Appendix C); I selected colors to code words, phrases, sentences, or paragraphs to show the similarity and repetition of responses given by the participants (Yin, 2014). I then used sub-coding (Patton, 2014) to code for emergent codes within the a priori coded text. Next, I organized the coded text into categories and developed themes. These themes were compared and connected to the data collected from the observations and artifacts about the participants' experiences with SRL in their classrooms.

Coding Observations

After reading the notes from the observation form (Appendix B) and additional field notes recorded during the classroom observations, I checked for accuracy and began the process of analyzing the data. I read the observation notes carefully to get a general idea of how the participant demonstrated SRL strategies to their students. The strategies, which I recorded during classroom observations, were aligned via the observation protocol with Winne's COPES theory (Winne, 2014). The observation protocol used the following a priori codes: (a) Task Conditions (resources, verbal cues given by the teacher to complete tasks, and collaborative work in small group); (b) Cognitive Conditions (self-efficacy, motivation, goal setting, understanding of the task, and knowledge of tactics or strategies to complete the assigned task); (c) Operations (cognitive processes, tactics, and strategies that the learner uses to work on a task, which includes using information, people, or objects); (d) Products (refers to the information created by the operations); (e) Evaluations (feedback given when evaluating the quality of the work done in completing a task, which may be generated internally by the student or provided by external source/sources); and (f) Standards (the criteria or standards against which the products are monitored). Next, I used selected colors to code words, phrases, sentences, or paragraphs to show the similarity and repetition of data recorded in the field notes. I looked for the repetition of words and phrases related to the strategies written on the Observation Form (Appendix B), as well as additional field notes recorded during the classroom observations.

Coding Artifacts

The participants provided lesson plans, which covered four weeks, curriculum guides for their core content or elective classes, and a sample of their students' work. T4, T8, and T11 provided two samples each – one sample from a reading activity and one sample from a writing activity. I coded the artifacts using the Checklist for Document Review (Appendix D) which consisted of categories from the framework (a priori codes). After I used the checklist to analyze the documents, I used thematic analysis to sort the data into categories based on themes (Creswell, 2012). I looked for the repetition of words and phrases documented on the artifacts; organized the information into categories; and developed themes.

Defining Categories and Themes

Once all data were initially coded, I used thematic analysis to sort the coded data into categories, and I compared and connected the data collected from the observations, artifacts, and interviews to determine thematic relationships across data types (Creswell, 2012). The following themes emerged: (a) teaching strategies, (b) communication, (c) time management, (d) resources, (e) monitoring student progress, and (f) student achievement. These themes are discussed in the sections below. In addition, I noted if there was a connection between Winne's COPES theory and the emergent themes. Finally, I wrote a descriptive narrative of the analysis in the findings for this proposed qualitative study.

Data Analysis Results

In this qualitative case study, I collected and analyzed three sources of data to determine the specific strategies that middle school teachers used to promote SRL in their students and explored the teachers' perspectives of how an SRL environment influences learning outcomes related to reading comprehension. I obtained descriptive data from classroom observations, artifacts, which included lesson plans, student work samples, and curriculum frameworks, and face-to-face interviews that allowed me to draw conclusions based on the data collected from multiple sources (Yin, 2014). During the process of data collection, I kept field notes that were reflective and objective to minimize researcher bias. Because of data and thematic analysis, I was able to develop categories and themes from the data collected. The data obtained from the observations, artifacts, and interviews yielded the following themes: (a) teaching strategies, (b) communication, (c) time management, (d) resources, (e) monitoring student progress, (f) student achievement, and (g) professional development. Figure 1 shows the relationships among the codes, categories, and themes that resulted from the data analysis. In Figure 1 below, I describe specifically the data analysis results within each of the data sources using illustrative examples of how themes were developed from codes and categories.

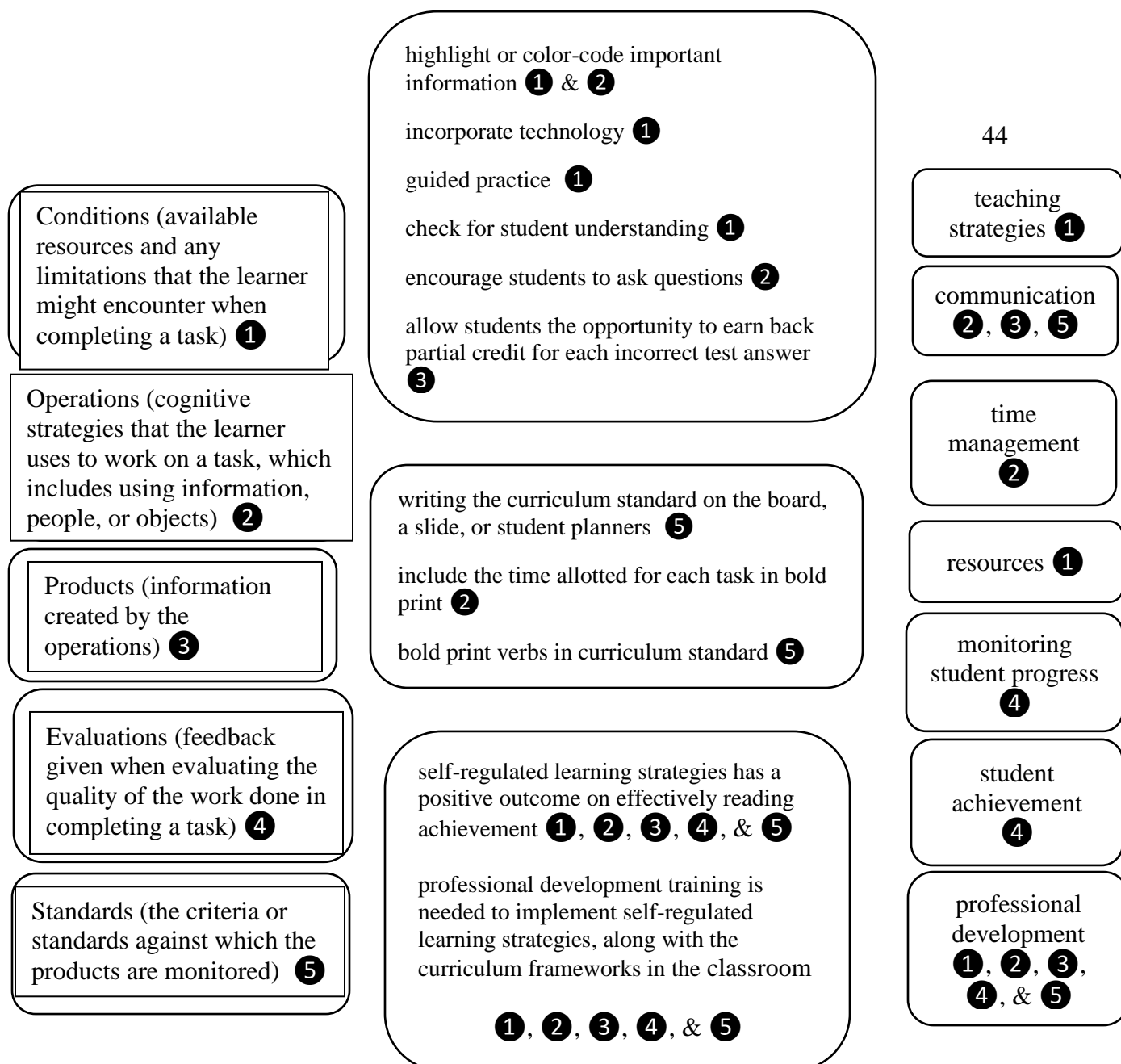
Figure 1

Relationship Among the a Priori Codes, Components of the COPES Theory, and Themes

A priori codes

CODES/categories

THEMES

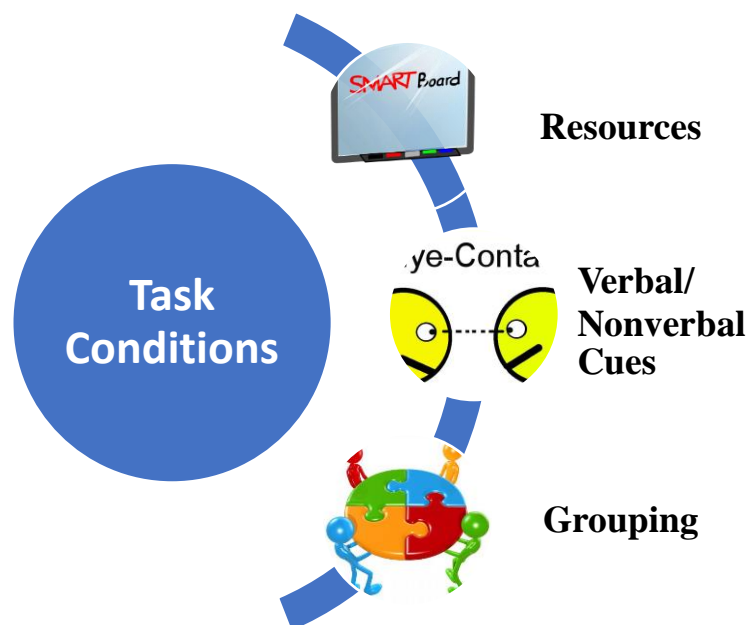


The findings were then organized according to the relationships of the themes and the research questions using a synopsis of the participants' responses. Below I describe the data analysis results from each of the data sources.

Observations

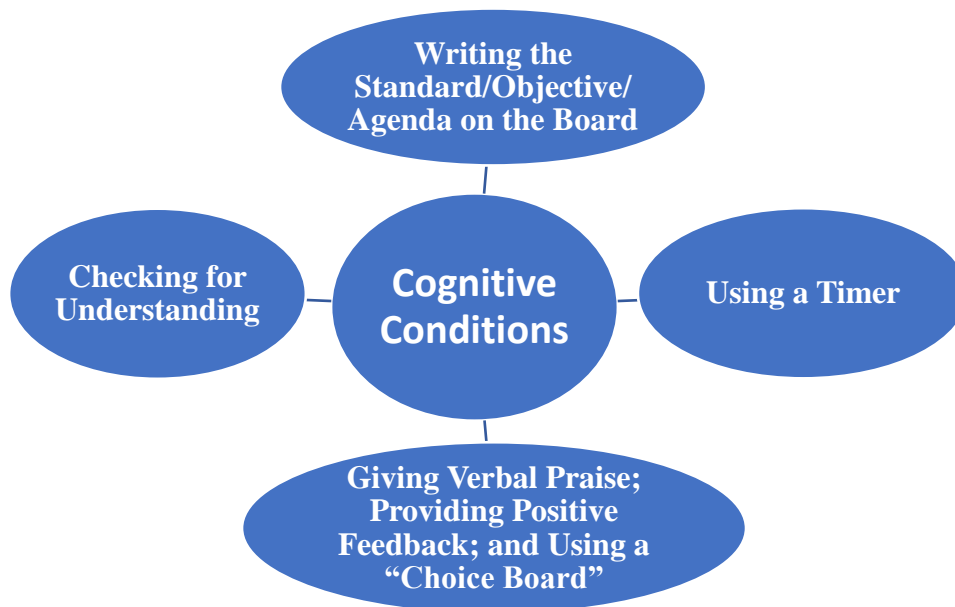
The strategies that I observed on the observation form (Appendix B) were coded and organized around the following a priori codes from the framework (Winne, 2014): (a)

task conditions (may include resources, verbal cues given by the teacher to complete tasks, and collaborative work in small group); (b) cognitive conditions (self-efficacy, motivation, goal setting, understanding of the task, and knowledge of tactics or strategies to complete the assigned task); (c) operations (cognitive processes, tactics, and strategies that the learner uses to work on a task, which includes using information, people, or objects); (d) products (refers to the information created by the operations); (e) evaluations (feedback given when evaluating the quality of the work done in completing a task, which may be generated internally by the student or provided by external source/sources); (f) standards (the criteria or standards against which the products are monitored); and (g) other strategies (not listed) that the participant used to promote self-regulated learning in the classroom. Figure 2 represents strategies used by the participants to promote SRL strategies, which included task conditions, in their classrooms. These strategies are explained further in the section below.

Figure 2*Teacher Strategies for Task Conditions***Theme 1: Teaching Strategies**

The participants used a variety of strategies that aligned with Winne's COPES theory (Winne, 2014) to demonstrate SRL strategies. First, for task conditions (Winne, 2014), I observed that the participants used similar resources in their classrooms, which included using textbooks, handouts, PowerPoint presentations, and a SMARTboard. These were coded as resources. While using these resources, the students were able to actively participate in the lesson, and the participants kept the students engaged. In addition, the participants implemented similar strategies for using nonverbal and verbal cues together during guided practice and independent practice activities. The strategies included using a calm, neutral, and assertive voice when speaking to the students and having the students practice the same behavior, making eye contact, being mobile, and

moving near students who were off-task or disruptive in the classroom. Furthermore, the participants allowed the students to collaborate in small groups of four to six students to complete assignments. When the students talked loudly in their groups, most of the participants verbally reminded the students to use their “inside voices” when they are working. However, T7 used a nonverbal cue. When her scholars spoke loudly while working in small groups, she would raise her right hand and lower her fingers one at a time. By the time she lowered her pinky finger, the scholars had stopped talking and were attentive to her voice. Figure 3 represents strategies used by the participants to promote SRL strategies, which include cognitive conditions, in their classrooms. These strategies are explained further in the section below.

Figure 3*Teaching Strategies for Cognitive Conditions*

In addition, for cognitive conditions (Winne, 2014), I observed that the participants used a variety of strategies to promote SRL in their classrooms. Similar strategies the participants used to set goals and provide students with the knowledge of the assigned task included the following information written on the board: (a) standard/objective written on the board; (b) agenda, which includes key terms, anticipatory setting, guided practice, independent practice, and closing activities, and using a timer to manage time and keep students on task during timed activities. In addition, the participants used a variety of SRL strategies to motivate their students to complete their assigned tasks. All the participants gave the students verbal praise and positive feedback to motivate and encourage them. In addition, T4, T8, and T11 allowed their students to choose the assignments which they wanted to complete. During the

classroom observation process, I observed the participants giving the students choices to complete assignments independently. For example, after reading and discussing a literary passage, the students read the “Choice Board” to decide the assignment that they wanted to complete. The assignments included (a) rewriting the ending of the story, (b) interviewing one of the characters from the story and retelling the events of the story from the character’s point of view, (c) using construction paper to create a timeline or flipbook that sequences five events from the story, or (d) write your own story based upon similar events that we read in the story.

Furthermore, the participants used a variety of strategies to check for understanding of the assigned task. T1, T4, T8, and T11 used laminated, colored, squared cards to check for understanding. The green card meant, “I’m working fine.” The yellow card meant, “I need help, but I can keep working.” The red card meant, “I need help, and I can’t keep working.” The students held up the relevant card when the teacher walked around the room while the students worked to complete an assigned task. T3, T5, T6, and T7 used a similar strategy to check for understanding. The participants laminated squares of red and green construction paper and glued them back-to-back to large popsicle sticks. The students flashed the green piece of construction for “Yes” they get the concept taught and are ready to move on. The students flashed the red piece of construction for “No” they did not understand the concept taught and needed a little more explanation. T2 and T12 checked for understanding by having their students flash whiteboards. The participants showed the students how to solve a problem on the board. Next, the participants assigned the students a problem; had them work the problem out on a sheet

of paper, and the students wrote the answer on their whiteboard. Next, the students raised the boards high in the air when the participants directed them to flash their answers. Then, the participants scanned the room checking the students' answers, and next, they had the students put the boards down. Then the participants pulled any students together who still needed help and would re-teach the objective differently. T9 used a thumbs up/thumbs down/thumbs to the side method. When prompted, the students gave a thumb up sign if they understood the concept taught and could work on their own. They gave a thumb to the side sign if they misunderstood the concept taught, and they needed a little help. They gave a thumb down sign when they did not understand the concept taught and needed reteaching. Participant T10 used an Exit Ticket to check for understanding. Throughout the lesson, the participant asked random students questions to check for understanding. In addition, the participant had the students complete an "Exit Ticket" form at the end of class. The students wrote their name and date on the form. In addition, they wrote any questions that they still had about the lesson. Last, they rated their understanding of the lesson that was taught. In addition, a teacher's note section was on the form for the teacher to make comments and to check if the individual student met the learning goal, was progressing toward the learning goal, or if the student had not met the learning goal.

Second, for operations (cognitive processes, tactics, and strategies that the learner uses to work on a task, which includes using information, people, or objects), I observed the participants use a variety of strategies to keep their students focused and on task, which included using information, people, or objects. I observed all the participants

encouraging the students to highlight, take notes in their class binders, or color-code important information. In addition, several participants used additional strategies to keep their students focused and on task. T1 used an inspirational “Class Motto” to start her class. The motto is the following quote from Christopher Robin: “*You are braver than you believe, stronger than you seem, and smarter than you think.*” This helped the students to stay focused on their daily tasks. In addition, T2, T5, T7, and T12 added visuals such as labels, lists of steps, or reminders, as well as taught the students acronym mnemonics, acrostic letter sentence mnemonics, and keyword mnemonics memorization strategies when they taught challenging new vocabulary words or helped the students remember short lists of items or steps. For example, when teaching the order of operations in mathematics, T2 used the acronym mnemonic PEMDAS and T12 used the acrostic letter sentence, “Please Excuse My Dear Aunt Sally” to practice the following order of operations that scholars used to solve mathematical expressions: parenthesis, exponent, multiplication, division, addition, and subtraction. In science, T5 and T7 used the acrostic letter sentence mnemonics, “Quickly Run Home Eating Chewy Raisins” to help the students remember the following steps of the scientific method: (a) question, (b) research, (c) hypothesis, (d) experiment, (e) conclusion, and (f) report.

Third, for products (refers to the information created by the operations), I observed that the participants allowed their students the opportunity to earn back partial credit for each incorrect test answer. The participants directed the students to resubmit the questions, which they got wrong, with a written explanation of the correct answer. Then, the students had to explain why the answer, which they chose, was not the best response.

Next, for evaluations (feedback given when evaluating the quality of the work done in completing a task, which may be generated internally by the student or provided by external source/sources), I observed the participants used similar strategies to promote SRL in their classrooms. All the participants provided positive feedback to their students either verbally, nonverbally, or in written form. In addition, all the participants posted student work samples on a wall designated for student work in the hallway and/or the classroom. The participants also had a Data Wall posted in their classrooms, which consisted of graphs that represented the students' mastery/non-mastery of tested objectives.

Then, for standards (the criteria or standards against which the products are monitored). I observed the participants used similar strategies to promote SRL in their classroom. I noted all the participants wrote the curriculum standard, which was the foundation of the lesson, on the board. In addition, T7 directed her students to write the standard in their student planners because it let their parents know what they were learning in class each day. Furthermore, T12 included the curriculum standard on a slide in a PowerPoint presentation. She put all the verbs in bold print. Then, she had the scholars read the standard with her. Next, she analyzed the text and explained the boldfaced verbs represented the skills the students should learn to master the standard. Last, she directed the students to write the standard in their notes and share the information with their parents at home.

Finally, I observed additional strategies (not listed) which three of the participants, T4, T8, and T11, used to promote SRL in their classrooms. First, after the

students finished reading informational text, the participants encouraged them to look back in the text to check their understanding of the information that was presented or to write an objective summary. The participants explained to the students that this strategy helped them to show no bias nor included their personal opinions about a topic in their writing. In addition, the participants showed the students how to use pictures as clues to text meaning. For example, when the students read procedural text, looking at the picture gave the students clues about the finished product.

Checklist for Document Review

The Checklist for Document Review (Appendix D) was structured in a way where I could analyze the lesson plans, curriculum guides, and/or student work samples and interpret the participants' intended implementation of SRL strategies in their classrooms. The artifacts were essential to this study because the data that was collected provided additional information about how participants used instructional strategies to enhance SRL and how such strategies connected to students' reading achievement. I collected these artifacts after the observations were completed.

The nine core content area teachers and three elective teachers provided the necessary documents from the previous four weeks. The lesson plans included the specific standards, objectives, and activities the participants planned to use daily. In addition, the lesson plans provided documentation that showed how the participants planned to promote SRL strategies in their classrooms. Although the lesson plans did not reveal that the participants taught SRL strategies explicitly, it did not mean that they were not implementing the strategies in their classrooms. However, it did indicate teaching

SRL strategies explicitly was not a district requirement for the participants to include in their lesson plans. The curriculum guides provided cognitive strategies that were specific to a domain or content, such as identifying a particular source of information. In addition, the curriculum guides showed how the standards should be paced. The participants gave me various student work samples to use in this study. The work samples were in the form of worksheets or original work that the scholars completed collaboratively in small groups or independently to accomplish meaningful tasks, which included using SRL strategies, as well as documented the scholars' implementation of SRL strategies during the completion of a timed task. The document review process focused on the participants' implementation of SRL strategies in their classrooms. I analyzed the data and found evidence of SRL strategies that were aligned to Winne's COPES theory (Winne, 2014). These strategies included setting goals, planning, organizing, selecting strategies, decision-making, problem-solving, reasoning, self-monitoring, self-evaluating, reflecting, and feedback. To address the third research question, I reviewed the documents submitted by the participants, which included lesson plans, curriculum guides, and student work samples. I looked for the strategies the participants used to document the use of SRL strategies in their classrooms when they assigned a planned task that was timed. The themes which emerged from the data collected from the document review process were teaching strategies, communication, time management, resources, and monitoring student progress.

Theme 1: Teaching Strategies

As mentioned earlier, the participants worked collaboratively in subject-area teams to develop common lesson plans that used the scope and sequence of the district's pacing guide and followed the Madeline Hunter format to teach the curriculum frameworks. Therefore, all the participants' lesson plans included the time allotted for each activity, which included Bellringer, Anticipatory Setting, Input, Guided Practice, Independent Practice, and Closing, and they highlighted the information in bold print. In addition, the lesson plans described the instructional strategies the participants used to promote SRL strategies (e.g., setting goals, planning, organizing, selecting strategies, decision-making, self-monitoring, evaluating, reflecting, etc.). These strategies are aligned to the conditions part of Winne's COPES theory (Winne, 2014), which includes task conditions (include resources, verbal cues given by the teacher to complete tasks, and collaborative work in a small group) and cognitive conditions (self-efficacy, motivation, goal setting, understanding of the task, and knowledge of tactics or strategies to complete the assigned task).

Most of the participants' lesson plans included having the students take notes, reading directly from the textbook or a reading passage, and participating in class discussions. In addition, many of the teachers started their lessons with a question and had the students participate in a Think-Pair-Share activity. Although the participants followed the same lesson plan format, they used various strategies to promote SRL in their classrooms. For example, T1 had the students read a part in a play. Then, she role-played with the students how to act and what to say in certain situations. T4 engaged the

students in a classroom debate to articulate arguments for writing a persuasive essay. During some of her lessons, T7 used discussion starter cards and interactive anchor charts when she introduced a new concept to her students. In addition, T11, read novels and/or passages in her classroom. Then, she assigned the students sections of the text and had them have small group discussions about all the feelings that the different characters exhibited. Next, she had the class come together with the whole group and share their information.

Theme 2: Communication

For the operations (cognitive processes, tactics, and strategies that the learner uses to work on a task, which includes using information, people, or objects) component of Winne's COPES theory (Winne, 2014), the participants documented similar strategies for communication in their lesson plans. They made learning objectives explicit by bold printing what the learning outcome will be and using the letters TSWBAT, which stands for the students will be able to, in front of the objective. Participants T7, T10, and T12 color-coded the verbs in their objectives. In addition, the participants' lesson plans included the phrases "I do," "We do," and "You do" to communicate what the teacher will (TTW) do during direct instruction ("I do"); what both the teacher and student will (TT and SW) do together ("We do") and what the students will (TSW) do independently ("You do"). In addition, the participants wrote positive comments on the students' work samples, such as "Awesome job," "Outstanding work," etc. Furthermore, the participants also gave feedback on assignments. Many of the teachers used red markings to show the students where they made mistakes. T4 submitted student work samples where the

students gave reviews on their peers' writing. The students marked places where they lost interest, and according to the lesson plan, they explained why orally to the writer during small group discussions.

Theme 3: Time Management

The participants used similar strategies, which are also aligned to the operations component of Winne's COPES theory (Winne, 2014), to document time management. Each class period was for 52 minutes. The lesson plans showed the organization of the daily activities. In addition, the lesson plans included the time limit for each activity. For example, the lesson plans showed the Bellringer activities were for 5 minutes. The Bellringer activities varied from journal prompts to responding to practice test questions from the state standardized assessment for reading, math, or science. During the Anticipatory Setting activities, which lasted for 5 minutes, the participants planned to use various strategies to introduce the lesson. During the Input/Teaching activities, which were timed for 10 minutes, the participants planned to use a variety of resources for direct instruction of a new concept/skill. During the Modeling activities, which were timed for 3 minutes, the participants planned to model the skills that were taught during direct instruction. During the Guided Practice activities, which were timed for 10 minutes, the participants planned to work with the students to practice the skills/concepts that were taught during direct instruction. During the Independent Practice activities, which were timed for 15 minutes, the participants planned for the students to work independently or cooperatively in small groups to complete meaningful tasks, which showed their understanding of the skills/concepts that were taught during direct instruction, and apply

SRL strategies (e.g., setting goals, planning, organizing, selecting strategies, decision-making, self-monitoring, evaluating, reflecting, etc.) in activities and tasks. During the Closing activities, which were timed for 4 minutes, the participants planned for the students to share their work from the Independent Practice activities or to complete other activities, which showed their understanding of the concepts/skills that were taught during direct instruction. These activities are discussed further in the next paragraph.

Theme 4: Resources

A review of the lesson plans showed the participants used similar resources in their classrooms, which were aligned to the Task Conditions component of Winne's COPES theory (Winne, 2014), to promote SRL strategies in their classrooms. The resources included using textbooks, handouts, PowerPoint presentations, and a SMARTboard. These resources were used for notetaking during the Input/Teaching activities, as well as for scaffolding activities during the Guided Practice activities. Some participants used additional resources in their classrooms. For example, T5 and T7 planned to use YouTube videos during the Anticipatory Setting, as well as the Guided Practice activities. These videos included motivational videos for student success, as well as classroom videos about students conducting a scientific experiment. In addition, T3 and T6 planned to use music videos and have the students moving around during the Anticipatory Setting activities. In addition, both participants also planned to use the Smartboard with an internet connection to show a tutorial video when they introduced yoga in their classes.

Theme 5: Monitoring Student Progress

Finally, for the evaluations component of Winne's COPES theory (Winne, 2014), the participants used a variety of strategies to monitor student progress and to document the students' implementation of SRL strategies during the completion of a timed task. At the closing of a lesson, T1 documented the use of a 3-2-1 strategy to monitor student progress and understanding of the concepts/skills that were taught during direct instruction. The students responded to the following prompt at the end of the lesson: Write 3 things they learned from the lesson; write 2 things they want to know more about the concept/skill that was taught, and write 1 question they had about the lesson that was taught. In addition, T2 and T12 documented student progress by giving a short quiz at the end of class to check for comprehension of the concepts that were taught. Furthermore, T3, T5, T6, and T7 documented in several of their lesson plans that at the end of the lesson they used the Think-Pair-Share strategy to monitor student progress. The participants asked a question about the concepts, which were taught. The students took a minute to think about the question. Next, they paired up with a partner to compare thoughts before the pair shared their thoughts with the whole class. In addition, T4, T8, and T11 documented in their lesson plans that at the close of a lesson, they monitored student progress by having the students summarize or paraphrase important concepts and skills that were taught. During the last 5 minutes of class, two of the participants, T9 and T10, documented in their lesson plans that they had the students reflect on the lesson. The students wrote down what they had learned. Then, they considered how they would apply the concept or skill, which was taught, in another content area.

Interviews

The interview process used an interview guide (Appendix C), which consisted of 16 open-ended questions. The participants were asked to share their experiences with implementing SRL strategies in their classrooms, as well as give their perspectives about how the implementation of SRL strategies improved reading achievement. The responses to the first seven interview questions answered the first research question, which explored how the participants described the instructional strategies, which they used to promote SRL (e.g., planning, setting goals, strategizing, completing tasks, monitoring, adapting, and reflecting) in a technology-supported collaborative learning environment that will influence the learning outcomes related to reading comprehension. The responses to questions 8 and 9 answered the third research question, which explored how the participants documented the students' implementation of SRL strategies during the completion of a timed task. Finally, the responses to questions 10 – 15 answered the fourth research question, which explored the participants' perspectives about how the use of SRL strategies influenced learning outcomes related to reading comprehension. To address the research question, I reviewed the transcribed responses from the audio-recorded interviews with the participants. I looked for the strategies that the participants used to describe and document the use of SRL strategies in their classrooms when they assigned a planned task that was timed. In addition, I looked for responses, which aligned with the perspectives that the participants had about implementing SRL strategies in their classrooms. The themes that emerged from the data collected and analyzed from the interview process were (a) teaching strategies, (b) communication, (c) resources,

(d) monitoring student progress, (e) student achievement, and (f) professional development.

Theme 1: Teaching Strategies

Participants were asked to describe the instructional strategies that they used to promote SRL (e.g., planning, setting goals, strategizing, completing tasks, monitoring, adapting, and reflecting). The district uses the Madeline Hunter lesson plan format and mandates that all teachers must implement the following strategies in their classrooms: (a) standard/objective written on the board; (b) agenda, which includes key terms, anticipatory setting, guided practice, independent practice, and closing activities are written on the board; (c) have the students to participate in small group discussions to think through problems/scenarios, etc. (collaborative learning); and (d) using a timer. According to T12, “Using a timer helps the students to manage their time and resources in ways that will help them to take control of their learning during timed activities.” In addition, the participants shared that they also used the following strategies in their classrooms, which are aligned to the conditions part of Winne’s COPES theory (Winne, 2014) and include task conditions (may include resources, verbal cues given by the teacher to complete tasks, and collaborative work in a small group) and cognitive conditions (self-efficacy, motivation, goal setting, understanding of the task, and knowledge of tactics or strategies to complete the assigned task): (a) peer-to-peer tutoring; (b) asking questions to check for understanding; (c) using verbal/non-verbal cues, and (d) giving positive feedback. Furthermore, the participants shared that they also used strategies in their classroom, which are aligned to the operations part of Winne’s

COPES theory, (cognitive processes, tactics, and strategies that the learner uses to work on a task, which includes using information, people, or objects), and the evaluations part of the theory (feedback given when evaluating the quality of the work done in completing a task, which may be generated internally by the student or provided by external source/sources). Finally, the participants shared additional strategies that they used to promote SRL in their classrooms.

Sub-Category 1: Role Play Activity

The participants used a variety of strategies in their classrooms. For example, T1 stated that she also uses role play with the students to show them how to act or what to say in certain situations. Roleplay is a tactic that fits the category of operations in Winne's COPES theory (Winne, 2014). In her lesson plan, the participant wrote directions for the activity. If her students are having a problem with someone, she asks them to describe it as a script – who said what, who did what, and then tell what happened. She asks for volunteers to role-play each person who was described in the script, making sure that the students do not play themselves. She allows about 2 minutes for the role-play and then discusses with each role-player what they were thinking, feeling, and deciding. Then, she gets the class involved in brainstorming for solutions to the problem.

Sub-Category 2: Active Responding Activities

Most of the participants used strategies in their classroom whereas the students responded actively to topics of discussion. These strategies are aligned to the task conditions component of Winne's COPES theory (Winne, 2014). T4 expressed that she

also used the following strategies in her classroom when the students worked on whole-class activities or in small groups: (a) use student-generated questions before or during reading to focus the learner's attention and (b) engage the students in classroom debate to articulate arguments for writing a persuasive essay. During a lesson, the participant had the students read an informative article, "Should Students Bring Cell Phones to School?" During the reading, the students generated three questions which they had about the information presented in the text. After reading the article, T4 discussed the article with the students and addressed the questions that were shared by volunteers. Next, she had the students create a T-chart graphic organizer and write the pros and cons of students having cell phones at school. Then, she divided the class in half and assigned a pro side and a con side for whether students should be allowed to bring cell phones to school or not. The students were assigned to write a three-paragraph persuasive essay based upon their assigned choice, and they had to include details from the text to support their response. During the closing of the lesson, volunteers would share their writing. In addition, T7 expressed that she uses the following strategies during guided practice where she works with the students to practice the concepts taught during direct instruction: (a) constructs graphs and tables of real-world issues; (b) have the students do a demonstration, and (c) uses discussion starter cards and interactive anchor charts.

Sub-Category 3: Calming Activities

Some of the participants shared additional strategies (not listed in Winne's COPES theory) that they used to promote SRL in their classrooms. T2 expressed that she plays calming music to help settle her students down. According to T2, "After lunch, the

students are a bit rowdy, so I go to YouTube, find a jazz playlist, and play it for the first 5 minutes of class to calm the students down and to prepare them for class.” In addition, T3 communicated she gives the students a choice in task, method, study partner, etc. as often as she can. T6 disclosed she uses yoga exercises in class to calm the body and mind. T8 stated she gives students a break before transitioning to another activity. T11 voiced that she reads books and/or passages about emotions and has small group or whole-class discussions about all the feelings the different characters exhibited, which is evident in her lesson plans. For example, she planned to read *Crabby Pants* by Julie Gassman to the students. After reading the story, the participant planned to discuss the emotion represented in the story. Next, she planned to have volunteers act out what the emotion looks and feels like. Then, she planned an independent activity where the students would write a paragraph where they make a connection from the story to their own lives and tell what they would do differently.

Theme 2: Communication

For the operations component of Winne’s COPES theory (Winne, 2014), the participants also shared that they use various strategies to encourage students to keep track of their homework assignments and to communicate the weekly curriculum standards and objectives with the parents. Some of the participants shared they have their students write their curriculum standard, objective, and homework assignments in their student planner daily. In addition, T5 and T7 stated they also use technology to encourage students to keep track of their homework assignments. The teachers used School Status and Class Dojo to communicate with parents about weekly classwork and homework

assignments and to report if a student does not complete the assignments. Furthermore, many of the participants stated they use positive feedback, which includes verbal praise, in their classrooms to motivate and encourage the students. T1 expressed she also encourages the students to give positive feedback to their peers. However, according to T1, “This strategy does not always work because sometimes the students get mad at each other and give their peers negative feedback instead.”

Theme 3: Resources

The participants used similar resources in their classrooms, which were aligned to the task conditions component of Winne’s COPEs theory (Winne, 2014). The resources included using textbooks, handouts, PowerPoint presentations, and a SMARTboard with an internet connection. These resources were used for notetaking, as well as for scaffolding activities. Some participants used additional resources in their classrooms. For example, T5 and T7 used YouTube videos to engage students when introducing new concepts/skills. These videos include motivational videos for student success and classroom videos about students conducting a scientific experiment. In addition, T3 and T6 used music videos to promote movement in the classroom. Furthermore, both participants stated that they also used the Smartboard with an internet connection to show a tutorial video when they introduced yoga in their classes. According to T6, “using yoga in class is a way to calm the body and mind.”

Theme 4: Monitoring Student Progress

Finally, for the evaluations component of Winne’s COPEs theory (Winne, 2014), the participants shared similar strategies, which they used to monitor student progress.

These strategies included (a) creating a data wall to show the students' progress in mastery/non-mastery of tested objectives; (b) using a checklist to observe and monitor students during cooperative grouping activities; (c) keeping all graded assignments and assessments in student folders, and (d) posting student work in the hallway/classroom. In addition, T1 used a 3-2-1 strategy to monitor student progress and understanding of the concepts/skills taught during direct instruction. The steps of this strategy are the following: The students responded to the following prompt at the end of the lesson: Write three things they learned from the lesson; write two things they want to know more about the concept/skill, which was taught, and write one question that they have about the lesson taught. In addition, T2 and T12 communicated that they give the students a short quiz at the end of class to check for comprehension of the concepts, which were taught. Furthermore, T3, T5, T6, and T7 expressed they used the Think-Pair-Share strategy to monitor student progress. After asking a question about the concepts/skills taught, the participants gave the students 1 minute to think about their response to the question. Next, the participants paired the students, and the pair shared their responses with each other. Then, the pair shared their responses with the whole class. Furthermore, T4, T8, and T11 shared that they monitor their students' progress by having the students summarize or paraphrase important concepts and skills that were taught. T9 and T10 monitor student progress by having the students reflect on the lesson. The students would write down what they learned. Then, they considered how they would apply the concept or skill taught in another content area.

Theme 5: Student Achievement

The participants formed a consensus that implementing SRL strategies in the classroom can help students improve their reading comprehension skills, which may increase reading achievement. In addition, all participants expressed the effective implementation of SRL strategies can improve reading comprehension skills, which may result in improved reading scores. T5 stated, “As a science teacher, I believe that it is important for students to learn how to self-regulate their learning. Skills like setting goals; planning, evaluating, and adjusting strategies when completing a task; monitoring their behavior, and reflecting on their actions and behavior during the completion of a task can help students to become proficient in reading and to succeed academically in all their other classes.” The participants formed a consensus that implementing SRL strategies in the classroom can help students improve their reading comprehension skills, which may increase reading achievement. In addition, all participants expressed the effective implementation of SRL strategies can improve reading comprehension skills, which may result in improved reading scores. T5 stated, “As a science teacher, I believe that it is important for students to learn how to self-regulate their learning. Skills like setting goals; planning, evaluating, and adjusting strategies when completing a task; monitoring their behavior, and reflecting on their actions and behavior during the completion of a task can help students to become proficient in reading and succeed academically in all their other classes.”

Theme 6: Professional Development

The participants were asked about resources the district leaders can provide that can help them to implement SRL strategies more effectively in their classroom. All participants expressed professional development training to teach, model, and implement SRL strategies along with the curriculum frameworks effectively would be beneficial to them. Furthermore, some of the teachers communicated professional development training should not only be for the teachers, but also the instructional coaches. T7 explained, “All instructional coaches and teachers would benefit from PD on implementing SRL strategies effectively in the classroom. If the instructional coaches know how to use the strategies effectively, they can observe teachers and offer suggestions that will help the teachers to implement the SRL strategies, along with the curriculum frameworks effectively. By doing so, all students can succeed academically.” Participants also expressed professional development training about implementing strategies that would keep the low-performing students motivated and on-task to self-regulate their learning would be beneficial to all teachers. Overall, the participants perceived the effective implementation of SRL strategies can contribute to positive outcomes in reading achievement. T8 expressed, “SRL strategies are great and will benefit all students. Therefore, the district leaders should offer PD to all teachers to give them strategies to motivate the students, who read and perform below grade level, to self-regulate their learning and to stay on task.”

Barriers to Implementing Self-Regulated Learning Strategies

The interview process allowed me to explore various strategies that the participants used to promote SRL in their classrooms. During this process, the teachers not only discussed the strategies, which were aligned to the conditions, operations, and evaluations components of Winne's COPES theory, but they also shared some challenges that hindered them from implementing those strategies effectively in their classrooms. These barriers aligned with the conditions, task, and cognitive, as well as the standards components of Winne's COPES theory. First, for the conditions concept, some of the teachers did not have textbooks for their classes; therefore, they had to rely on resources (task conditions) that they found online. Consequently, T3 states, "This strategy does not work if there is no internet connection at the school or the copy machine runs out of toner." Another barrier was having students who are underperforming and unmotivated to learn (cognitive conditions). According to T2, "It is very challenging to teach strategies to students who read and perform below grade level because they are unmotivated to learn and have low self-esteem." In addition, T3 and T6 also expressed that as third-year, P.E./Health teachers, they lack the confidence to teach SRL skills, along with the curriculum frameworks. Finally, for the standards component (the criteria or standards against which the products are monitored), the participants also mentioned that the lack of time to teach the curriculum standards, along with SRL skills was a barrier to implementing the strategies effectively. According to T9, "Our classes are scheduled for 50-minute periods, and sometimes, we don't have enough time to implement the curriculum frameworks especially when there is an interruption during the day that may

result from announcements on the public address system, an unscheduled assembly program, etc.”

Findings by Research Questions

All the teachers used some strategies to promote SRL that were aligned to the concepts in Winne’s COPES theory. The most implemented strategies were in the Conditions concept of the COPES theory. In general, analyzing across data types, I interpreted seven themes from the overall analysis and interpretation of the data. The emergent themes included the following: (a) teaching strategies, (b) communication, (c) time management, (d) resources, (e) monitoring student progress, (f) student achievement, and (g) professional development. Table 3 below shows the relationship of the themes to the research questions. Below the table is a summary of how the themes answer the research questions.

Table 3*Relationship Between Themes and Research Questions*

Research Question	Related Themes
Research Question 1 (RQ1): How do teachers describe the instructional techniques that they use to promote self-regulated learning (e.g., planning, setting goals, strategizing, completing tasks, monitoring, adapting, and reflecting) in a technology-supported collaborative learning environment that will influence the learning outcomes related to reading comprehension?	(a) teaching strategies (b) resources (c) monitoring student progress
Research Question 2 (RQ2): How do teachers demonstrate the self-regulated learning strategies to students when they assign a planned task that is timed?	(a) teaching strategies (b) communication (d) time management
Research Question 3 (RQ3): How do teachers document the students' implementation of self-regulated learning strategies during the completion of a timed task in a collaborative and technologically integrated environment for student learning?	(a) teaching strategies (b) communication (c) monitoring student progress (d) student achievement
Research Question 4 (RQ4): What are teachers' perspectives about how the use of self-regulated learning strategies influences learning outcomes related to reading comprehension?	(a) teaching strategies (b) communication (c) time management (d) resources (e) monitoring student progress (f) student achievement (g) professional development

Summary of Findings

The first three research questions used to guide this study focused on how middle school sixth- through eighth-grade teachers described, demonstrated, and documented the instructional strategies that they used to promote SRL in a technologically integrated environment for student learning. After collecting and analyzing data from classroom observations, face-to-face interviews, and lesson plans, as well as student work samples, I found that teachers described, demonstrated, and documented a variety of instructional strategies, which were aligned to Winne's COPES theory (Winne, 2014), to promote SRL. The COPES theory includes the following components: (a) task conditions (may include resources, verbal cues given by the teacher to complete tasks, and collaborative work in a small group); (b) cognitive conditions (self-efficacy, motivation, goal setting, understanding of the task, and knowledge of tactics or strategies to complete the assigned task); (c) operations (cognitive processes, tactics, and strategies that the learner uses to work on a task, which includes using information, people, or objects); (d) products (refers to the information created by the operations); (e) evaluations (feedback given when evaluating the quality of the work done in completing a task, which may be generated internally by the student or provided by external source/sources); and (f) standards (the criteria or standards against which the products are monitored). In addition, my findings included other strategies (not listed) that the participant used to promote SRL in the classroom.

In the literature review, strategies, which included setting goals, planning, and adjusting strategies, as well as monitoring students' progress, which could be used to help

students to self-regulate their learning when completing a task were discussed. Nejabati (2015) argued self-regulation strategies, which include goal setting, choosing suitable learning strategies, organizing information, maintaining motivation, requesting assistance, conducting self-assessments, and monitoring progress, are the skills teachers implement in the classroom to self-direct learning. First, the strategies I found that the participants used the most for the task conditions component of the COPES theory (Winne, 2014) included the following: (a) using similar resources in their classrooms, which included using textbooks, handouts (reading passages, graphic organizers, etc.), PowerPoint presentations, and a SMARTboard; (b) speaking in a calm, neutral, and assertive voice to the students and having the students to practice the same behavior; (c) making eye contact; (d) being mobile, and moving near students who were off-task or disruptive in the classroom; and (e) having the students to collaborate through peer-to-interaction, as well as in small group settings to discuss and to think through problems/scenarios, etc. In addition, in the literature review, I explored the significance of the role of the teacher in applying SRL strategies beneficially to expand students' motivation and to enhance students' literacy skills when they read and interacted with text independently. Broadbent (2017) argued SRL skills included the capabilities used by self-regulatory learners for cognitive (e.g., organization) metacognitive (e.g., planning), behavioral (e.g., time management), and motivational elements, which included self-efficacy, extrinsic and intrinsic goals, and the understanding and value of the task. The strategies I found that the participants used the most for the cognitive conditions component of the COPES theory (Winne, 2014) included the following: (a) writing the

standard/objective, as well as an agenda, which includes key terms, anticipatory setting, guided practice, independent practice, and closing activities, on the board; (b) scaffolding instruction; (c) using a timer to manage time and keep students on task during timed activities; (d) giving the students verbal praise and positive feedback to motivate and encourage them; (e) asking questions; (f) checking for understanding; and (g) using verbal/non-verbal cues. Learning and applying SRL strategies effectively will help to improve academic achievement (Maftoon & Tasnimi, 2014; and Stoeger et al., 2014). Furthermore, the strategies I found that the participants used the most for the evaluations component of the COPES theory (Winne, 2014) included the following: (a) providing positive feedback to their students either verbally, nonverbally, or in written form; (b) posting student work samples on a wall designated for student work in the hallway and/or the classroom; (c) having a Data Wall posted in their classrooms, which consisted of graphs that represented the students' mastery/non-mastery of tested objectives; (d) using a checklist to observe and monitor students during cooperative grouping activities; and (e) keeping all graded assignments and assessments in student folders. Using these strategies helped the teachers to evaluate and determine how effective the SRL strategies taught and implemented in the classroom influenced the students' academic achievement. Finally, some of the participants used other strategies, which were not included in the literature review, to promote SRL in the classroom. According to Kizilcec et al. (2017), the outcome of studies on SRL behaviors indicated that for those scholars who could self-regulate their learning, there were several benefits associated with achieving goals. One of the other strategies was role-playing with the students to show them how to act or what

to say in certain situations. Role-playing is a tactic that fits the category of operations in Winne's COPEs theory (Winne, 2014). Another strategy included active responding activities, which included the following: (a) using student-generated questions; (b) engaging the students in a class debate; (c) constructing tables and graphs of real-world issues; (d) having the scholars do a demonstration; and (e) using interactive anchor charts and discussion starter cards. In addition, another strategy included a participant's use of the following activities to keep the students calm: (a) playing calming music; giving the students a choice in the task, method, study partner, etc.; (c) using yoga exercises; (d) giving students a break before transitioning to another activity; (e) reading books and/or passages about emotions and discussing the feelings the different characters exhibited.

Research Accuracy and Credibility

In the field of qualitative research, Creswell (2012) argued qualitative researchers should ensure their findings and interpretations are accurate and credible. I established credibility in this study by using triangulation of data sources and data analysis (Creswell, 2012) and by looking for discrepant cases. Data gathered by teacher observation allowed me to capture how participants demonstrated how they taught SRL in the classroom. Data collected from participant interviews allowed teachers to describe how they taught SRL and to share their perspectives on student outcomes when teaching in this manner. Data gathered via lesson plans and other artifacts allowed me to triangulate the findings from the above two data sources as from them I could determine what the participant intended to teach, examine what they intended to teach, as well as how the participant responded to student learning of that content. Patton (2014) stated that a "systematic search for

alternative themes, divergent patterns, and rival explanations enhances credibility.”

Therefore, during data analysis, I looked for various ways to interpret the data that may show alternate categories. After I reviewed all of the data collected from the observations, artifacts, which included lesson plans, curriculum guides, and student work samples, as well as the participants’ responses to face-to-face interview questions, I did not find any discrepant cases. After I analyzed the data thoroughly, carefully, and accurately, I found that all the data collected aligned to the research questions and the emergent themes which were structured around Winne’s COPES theory (Winne, 2014). Consequently, I did not find any discrepant cases.

Accuracy was established by audio recording and transcribing the interviews and field notes immediately after they were gathered. In addition, research bias was prevented by using field notes, which included a description of the setting, rapport with the participant, and the participant’s demeanor, to focus on the participant instead of reflecting on my thoughts about the questions asked during the interview.

Conclusion

In this section, I justified my purpose for conducting this qualitative case study, which was to explore how middle school teachers in a rural community described, demonstrated, and documented instructional strategies to support SRL in a technology-supported collaborative learning environment and to examine teacher perspectives about how this environment influenced learning outcomes related to reading comprehension. Through this qualitative case study, I had the opportunity to conclude the triangulation of the descriptive data collected from multiple sources (Yin, 2014) that included field notes

from classroom observations, artifacts, which included lesson plans, curriculum frameworks, and student work samples, as well as transcribed notes from the participants' responses to interview questions. Through conversations with the participants during face-to-face interviews, the following strengths of using self-regulated learning strategies, which were aligned to Winne's COPES theory (Winne, 2014), were discussed: (a) students think critically and perform creatively (personal communication with Eighth-Grade Science Teacher, personal communication, November 15, 2018); (b) differentiated instruction (Seventh/Eighth-Grade Social Studies Teacher, personal communication, November 15, 2018); (c) increase in-class participation (Sixth/Seventh-Grade Math Teacher, personal communication, November 19, 2018); and (d) reading achievement scores improved (Sixth/Seventh-Grade ELA Teacher, personal communication, November 19, 2018). In addition, one of the biggest challenges the teachers encountered was implementing the SRL strategies with the curriculum frameworks effectively within the 50-minute class period. All content-area teachers are now required to implement literacy strategies in their instructional practices (CCSS Initiative, 2017). According to Rahim et al., (2017), using graphic organizers, teaching expository text structures, and focusing on vocabulary instruction are self-regulated learning literacy strategies that can be implemented across the curriculum along with the common core state standards. The results of this study may provide awareness to district leaders, administrators, teachers, and community stakeholders about the teachers' perspectives and experiences of implementing strategies to promote SRL in their classroom, provide suggestions to plan lessons effectively, and improve student achievement. Section 3 includes specific details

about the project, which include the rationale, literature review, the implementation and evaluation process, and implications for social change.

Section 3: The Project

This qualitative case study focused on teachers' experiences with implementing SRL strategies in the classroom and their perspectives of how an SRL environment influenced learning outcomes related to reading comprehension. The findings from this study indicated the participants used a variety of instructional strategies to promote SRL in their students; however, participants encountered challenges with implementing SRL strategies along with the curriculum frameworks effectively in the classroom. The strategies included the following: (a) goal setting, (b) scaffolding, (c) cooperative learning/small group instruction, (d) questioning, and (e) graphic organizers. These findings are similar to prior research findings in which teachers reported instructional strategies for reading have a positive effect on reading comprehension and student content learning, whereas knowledge of instructional strategies for content area reading instruction is important to improve student achievement (Cakıcı, 2016; Hong-Nam, & Szabo, 2017).

In addition, there was a consensus among the current participants that the use of SRL strategies had a positive influence on reading achievement; however, professional development training was needed to implement the strategies with the curriculum frameworks effectively in the classroom. Teachers in prior research expressed the need for more instruction on how to implement content area reading strategies (Colwell & Enderson, 2016; Thacker et al., 2016).

At the site where the study was conducted, the participants had weekly faculty meetings in which the administrators and staff, who included the instructional coaches for

the core content areas, collaborated to plan and model lessons and activities that would improve instructional practices in reading. Based on the study findings, the participants suggested they could benefit more from professional development training that provides an intensive focus on strategies that can help them implement SRL strategies with the curriculum frameworks effectively in the classroom to improve student achievement. Based on these findings, I designed a professional development training project (see Appendix A) that would introduce SRL literacy strategies the teachers did not use, as well as address how to effectively implement the strategies within the context of the Common Core State Standards (CCSS). I reviewed peer-reviewed literature related to the role of instructional coaches, mentoring, benefits of instructional coaching, and the effectiveness of professional development (PD) for adult learners to organize the design of my PD plan, which spans 3 days. In this training, teachers will be given the opportunity to collaborate with instructional coaches to understand how to implement SRL strategies within the context of CCSS effectively in their classroom. Also, core content area and elective teachers will be given opportunities to learn strategies that could help them improve their delivery of instruction and to implement, adjust, and/or modify SRL strategies with the curriculum frameworks effectively in the classroom. Section 3 includes a description of the project and project goals, the rationale for choosing this design, a review of current literature that justified the rationale for choosing professional development as the project and project goals, the implementation schedule, and the project evaluation process. This section concludes with an analysis of the project, implications, and an explanation of how the project promoted social change.

Project Description and Goals

The findings from my study revealed a need for professional development training, which focused on the core content area and elective teachers collaborating with instructional coaches to promote and implement SRL strategies along with the curriculum frameworks effectively in their classrooms. Jao and McDougall (2016) argued that the motivation behind the emphasis on collaboration was to provide opportunities to improve classroom instruction and to increase student achievement.

The purpose of the PD project is to share the participants' perspectives of how an SRL environment influences learning outcomes related to reading comprehension, and how professional development is needed to understand how to implement SRL strategies within the curriculum frameworks effectively in the classroom during the scheduled time allotted for class. Presenting the participants' perspectives may help the district curriculum and instructional leaders to determine the support that building administrators need to expand the effectiveness of mentoring and coaching from instructional coaches. The benefits of using mentoring and instructional coaching to enhance the delivery of instruction were validated by scholarly, peer-reviewed literature. The professional development project I designed is intended to promote the understanding of teachers, building administrators, district leaders, and other stakeholders in the community about the influence of instructional coaching within the schools. The professional development project has three goals: (a) allow core content area and elective teachers to collaborate with instructional coaches to create and practice research-based, best-practice strategies that may be used to implement SRL strategies with the curriculum frameworks

effectively in the classroom, (b) strengthen core content area and elective teachers' delivery of instruction, and (c) create a school-wide initiative to promote an SRL environment that influences reading achievement in the middle school setting.

Rationale

The findings from my study were the foundation that led to my decision to design a proposed PD training project. This project will be conducted through training sessions for core content area and elective teachers, as well as instructional coaches with an emphasis on implementing SRL strategies with the curriculum frameworks effectively in the classroom. The focus of the training is aligned with the current strategies that are being implemented by teachers at Williams Middle School to promote SRL in the classroom. My goal for this PD training project is to increase collaboration between teachers and instructional coaches and to improve the teachers' delivery of instruction when they implement SRL strategies with the curriculum framework. Yoo (2016) argued that ongoing professional development sessions that are associated with school dynamics and focused on developing strong collaborative relationships among educators made a difference in improving student achievement and teacher efficacy. Designing a professional development project was the best way to present my findings, and the training would allow me to encourage the building administrator, instructional coaches, and teachers to do the following: (a) engage in training sessions that are structured; (b) participate in collaborative discussions and activities; (c) reflect on the delivery of instruction; (d) develop a master schedule to include common time for planning, instructional coaches' classroom observations, and follow-up feedback meetings; and (e)

create, adjust, and/or modify strategies to implement SRL strategies with the curriculum framework effectively in the classroom. I did not choose an evaluation report because I did not report the results, data analysis and conclusions, or recommendations using an evaluation process. In addition, I did not choose a curriculum plan because my research included multiple grades and content areas. Finally, I did not choose a policy recommendation paper because I was not writing policy advice in which a level of government had to make decisions. A PD would allow me to clarify the role of instructional coaches for administrators, as well as to encourage administrators to collaborate with instructional coaches to improve the classroom teachers' delivery of instruction. According to Sandstead (2016), the roles of an instructional coach are viewed as effective ways to improve instructional practices in education. In addition, I plan to publish the findings of my study in a professional journal to influence the work of future researchers who may choose to develop the findings of my study or to explore my research further regarding how SRL strategies along with the curriculum frameworks can be implemented effectively in the classroom.

Review of the Literature

In this literature review, I synthesized literature from two areas: (a) the types of professional development that could be used to help teachers better implement the SRL strategies that they already used in the context of the common core curriculum and (b) research-based, best-practiced strategies in reading that teachers did not use in this study, which could be used along with the CCSS to promote SRL and to improve academic achievement. The focus of the review was on how professional development could help

to improve the teachers' delivery of instruction. To obtain relevant, peer-reviewed sources for the literature review, I accessed the online library through Walden University, and I explored the following databases: Education Source, Education Resources Information Center (ERIC), SAGE publications, ProQuest publications, EBSCO Host, and Thoreau. In addition, I used Google Scholar to search for recent peer-reviewed research about the topics included in the literature review. The key terms used to find information for the literature review included the following: *goal setting, scaffolding, cooperative learning/small group instruction, questioning, graphic organizers, Common Core State Standards, reading strategies, professional development, instructional coaching, and mentoring*. Many of the articles that I examined and used for this study included original, peer-reviewed, full-text articles that were published within the past 5 years.

I divided this literature review into three sections. In the first section, I covered recent (within the past five years) literature related to the instructional strategies the participants used in the classroom to promote SRL. These strategies included the following: (a) goal setting, (b) scaffolding (c) cooperative learning/small group instruction (d) questioning, and (e) graphic organizers. In the second section, I reviewed the current literature related to professional development, which included instructional coaching, and how the professional development session addressed the local problem. In the third section, I discussed research-based, best-practiced reading strategies, which were not used by the participants. These strategies supported SRL and are aligned with CCSS for English Language Arts (ELA). Researching the existing literature relating to

these topics was vital in the development of the professional development project for this study.

Goal Setting

The most effective SRL scaffolds supported the three phases of SRL of “setting goals, making plans, and enacting strategies, to adapting metacognition” (Zheng, 2016, p. 197). Throughout the years, goal setting and self-efficacy had been researched together in a variety of contexts and forms. The results showed students who were focused on goals have higher self-efficacy, whether the goals were given to them or set themselves (Calkins, 2016). Shernoff et al., (2016) indicated student engagement increased when teachers provided clear expectations to guide student thinking, as well as when teachers offered support to the students when the students completed activities designed to develop their knowledge and skill.

Scaffolding

While working with students, teachers used explicit instruction, spoken and written interactions within the text, modeling, peer learning, and text connections to scaffold instruction. Scaffolding, which is appropriate for any content area or grade level, was a strategy used by teachers to improve academic achievement (Johansson & Wickman, 2017; Pentimonti et al., 2017). Students who were actively participating with enough scaffolding can move towards self-regulated use of strategies such as using prompts, questioning, and summarizing (Fisher & Frey, 2014). For example, when teachers introduced the new text, they read the text aloud to the students first and modeled their thinking process to lay a foundation for reading skills. Next, the teachers

placed the students in small groups to discuss and interact with the text. This gave the teachers time to observe and interact with a small group of students. Droop et al., (2016) argued scaffolding, along with differentiation, increased the students' knowledge and helped them to understand reading strategies and comprehend the information presented in the text. Teachers provided scaffolding to the students by asking questions to check for understanding, as well as to prompt the students to think about the material they read, which may lead to an improvement in the students comprehending the text.

Cooperative Learning/Small Group Instruction

According to Vantassel-Baska (2017), cooperative learning consisted of students working in small groups to maximize their learning individually, as well as collectively with their peers. Small group instruction provided an opportunity for teachers to practice flexible grouping by grouping students with similar academic needs or diverse abilities, which encouraged collaboration amongst the students. According to Cobb (2016), cooperative learning indicated a team approach in which the effort of the group determined the team's success. According to Hentges (2016), the group members were encouraged to collaborate and to use each other as vital resources, which allowed the individual learner to delve deeper into the learning materials. According to Lange et al., (2016), cooperative learning consisted of group work that, when properly structured by an instructor, encouraged deeper learning, interdependence, and individual accountability. In addition, targeted skills could be taught explicitly for specific students during small group instruction. Cooperative learning allowed students to develop socially

as they interacted with their peers, to think critically as they engaged in literacy tasks, and to perform creatively as they completed hands-on activities.

Questioning

Reading comprehension had been described as a complex task involving word recognition, context awareness, and the ability to create meaning from written text (Sencibaugh & Sencibaugh, 2015) and was a challenging task for many learners. Student-generated questions had been described as an SRL strategy whereas the reader-generated questions about the topic or text to promote deeper thinking and metacognition around the text, as well as to check for comprehension and understanding of the text (Cameron et al., 2016; Joseph et al., 2015). Ukrainetz (2015), found when students came across unfamiliar ideas, using questioning strategies while using context clues helped them to reference other parts of the text and find clarity. Teachers used questioning as a strategy to increase higher-order thinking. Davoudi and Sadeghi concluded numerous studies on questioning strategies “revealed the indispensable role of teacher and student questioning in facilitating critical thinking, writing ability, reading comprehension, subject matter learning, metacognitive skills, and scaffolding learning processes” (Davoudi & Sadeghi, 2015, p. 76). Student-generated questioning had been referred to as a process that promoted strategic thinking and reading skills within the students. Joseph et al., (2015) found the instruction on higher-level questioning generation and answering and monitoring reading comprehension increased the reader’s ability to learn independently. According to Cameron et al., (2016), the higher-order questioning helped to develop a better conceptual text perception and increased reading comprehension.

Graphic Organizers

Graphic organizers were considered a flexible tool and could be used in a variety of settings and purposes, including content classes (English, science, math class); wide range of grade bands (elementary-high school); and different writing purposes (researching, organizing information, paragraph composition (Gillespie & Graham, 2014). Cannella-Malone and colleagues (2015) suggested with teachers' explicit instruction, students could learn to use graphic organizers while planning and drafting their writing. In studies requiring students to write essays, students increased their word count, the number of sentences, and overall quality of topic sentences and counterarguments (Bishop et al., 2015). Bishop et al., (2015) conducted a study, whereas teachers taught students how to use the graphic organizer using modeling and guided practice. Students completed the graphic organizer, then used it to transfer ideas into a draft essay. Researchers found students improved their writing skills by increasing word count and the correct sequence of ideas after using the graphic organizer.

Professional Development

Importance of Professional Development

High-quality professional development could have a positive impact on teachers' instructional practices, which in turn could increase students' academic achievement (Koellner & Jacobs, 2014). These professional opportunities may be provided by instructional leaders, teacher leaders, instructional coaches, or consultants (Glover et al., 2016). Teachers analyzed and improved their delivery of instruction to meet the academic needs of their students. In addition, data-informed decisions were made to promote

student academic needs (Lai & McNaughton, 2016). Activities that considered teacher context could take many shapes, including training at school sites, presenting information through case studies, hands-on participation with a current curriculum, including teachers in designing PD topics, or reflection opportunities at meetings (Steeg & Lambson, 2015). According to Louis et al., (2016), planning for professional development should be a collective effort focusing on authentic problems and specified teacher needs. Tannehill (2014) thrived on providing teachers with effective professional development opportunities which inspired teachers to think critically, to actively engage in collaborative conversations, and to focus on individual learning outcomes.

Professional development provided teachers with the opportunity to improve their delivery of instruction and to demonstrate growth in their content area. “High-quality, evidence-based PD was essential to ensure teachers obtain the knowledge, strategies, and skills necessary to positively impact student learning” (Erickson et al., 2016, p. 685). The research on professional development, which indicated collaborative sessions, showed teachers could expand their instructional focus and knowledge for developing effective instructional practices (Ma et al., 2018), and collaborative sessions were essential to improving pedagogical knowledge (Jao & McDougall, 2016). According to Parsons et al., (2016), effective professional development increased teacher knowledge and instructional purpose. Mangope and Mukhopadhyay (2015) argued the greatest effectiveness had been shown when professional development involved more than one learning opportunity through phases and multiple sessions. Darling-Hammond et al., (2017), argued effective professional development focused on the content, incorporated

active learning, supported collaboration, offered models and the modeling of effective practices, provided mentoring and coaching from experts, offered a variety of opportunities for feedback and reflection, and was of a sufficiently sustained duration. According to Bates and Morgan (2018), integrating all seven of these qualities created the most effective professional development. Forrest et al., (2019) expressed collaboration, reflection, and knowledge of the outcomes were most distinguished in influencing changes in teacher practices. For example, although secondary teachers viewed professional development as a valuable learning tool, teacher leadership and collaboration among colleagues were needed to increase the effectiveness of professional learning opportunities (McCray, 2018). Abilock et al., (2018) not only discussed the importance of PD but more importantly, they also emphasized the importance of professional development in that it could cause professional growth when it addressed the needs of the teachers.

Best Practices for Professional Development

According to Wynants and Dennis (2018), increasing student achievement required teachers to participate in professional development opportunities which are flexible and focused on innovative pedagogical methods. Best practices for professional development that could be implemented by school districts were to be flexible with due dates, to make materials and supports readily available, and to include evaluative practices to ensure participant learning, as well as to determine the teachers' areas of strength and areas for improvement (Qian et al., 2018). In addition, teachers should experience some ownership and have their voices heard to truly buy into new

pedagogical methods, which is crucial to the success of professional development courses (Alshehry, 2017). Teachers, who were involved in continuous PD, had more of a positive impact on the success of the students, and they valued how PD influenced their high self-efficacy for teaching (Rutherford et al., 2017). Professional development courses should be cooperative, collaborative, and allow time for teachers to discuss and strategize (Stosich, 2016). Cherkowski (2018) believed quality professional development courses created opportunities for teacher leadership development, and in turn, these opportunities yielded positive benefits for the school culture. Furthermore, if school districts were to change to meet the progressively urgent needs in education, then teachers should move from being trained or developed to become active learners. According to Jacob et al., (2017), sustained professional development impacted teachers' depth of content knowledge through reflective practices and the ability to transfer the content to the classroom, which increased student success. An educator's identity was refined through the reflective practices of professional development (Korkko et al., 2016).

Instructional Coaching

From elementary to high schools across the United States, instructional coaching was viewed to ensure effective teaching occurs in the core content areas of reading, math, and science (Steege & Lambson, 2015). A variety of titles, which included literacy coach, reading coach, math coach, instructional coach, or instructional facilitator, were used synonymously to describe this difficult role (Woulfin & Rigby, 2017). Spelman et. al (2016) argued instructional coaching provided support and resources to teachers to expand instructional strategies and to increase student engagement. Instructional

coaching was essential to giving quality on-the-job professional development training that is geared towards providing teachers with the necessary research-based, best-practiced strategies to improve the delivery of instruction and student achievement (Knight et al., 2015). Instructional coaching provided the tactic for teachers to apply the learned strategies in the presence of a coach who gave support through asking questions, giving feedback, and encouraging reflection (Spelman et. al 2016). According to Desimone and Pak (2016), instructional coaches were used to facilitating professional development, to help reinforce the use of research-based strategies, to solidify the concept of professional learning communities, and to increase teacher effectiveness. Instructional coaching has become a popular, workable model for delivering school-based professional development used to increase teacher efficacy (Hammond & Moore, 2018). Instructional coaching contributed to professional opportunities, which encouraged the development of self-reflection, self-awareness, and self-motivation (Desimone & Pak., 2016).

Benefits of Using Instructional Coaching as Professional Development

Because of the increasing demand for accountability by various federal and state government mandates, several researchers suggested instructional coaching proved to be a beneficial form of teacher professional development (Lai & McNaughton., 2016). Instructional coaching provided a variety of professional development opportunities for teachers, which included workshops, modeling, collaboration, reflection, and feedback (Knight et al., 2015). According to Desimone & Pak, (2016), effective collaborative discussions between the teachers and the instructional coaches suggested that knowing

how adult learners think and acquire knowledge were significant factors in providing professional learning experiences for teachers. Collaborative professional development sessions, which were planned by instructional coaches, gave teachers many opportunities to share experiences. These sessions could be done through interactive discussions, group projects, reflective activities, and case studies. (Kraft et al., 2018). Instructional coaching could be an incentive for positive instructional reform by encouraging instructional coaches and classroom teachers to collaborate in a united effort to increase student achievement (Knight et al., 2015). Teachers who were supported by instructional coaches were more likely to implement instructional strategies effectively and become reflective thinkers who contributed to high-performing schools (Knight et al, 2015). This evidence tied in with research conducted by Spelman et al. (2016) which found professional development training that instructional coaches provided could enable teachers to implement new strategies into the classroom that would meet the needs of the students.

Mentoring

Mentoring was expressed as a collaborative effort that involved the mentor coaching and consulting the mentee through reflective activities and meaningful growth conversations (Callahan, 2016). Instructional coaches often served as mentors to classroom teachers of varying content areas and levels of expertise to improve instructional practices. Knight et al., (2015) proposed instructional coaching correlates to the concept of mentoring because the coach provided modeling and feedback rounds, which may or may not be typical of all mentoring relationships. According to Callahan (2016), the most comprehensive mentoring occurred before and after the delivery of a

lesson when mentees were engaged in co-planning of instructional activities, had participated in debriefing conversations to facilitate reflective coaching, and had analyzed samples of student work. Hopkins & Spillane, (2014) referred to instructional coaches as mentors who intuitively understood the challenges faced by classroom teachers and were willing to nurture partnerships with teachers and to support teachers with understanding and implementing research-based instructional practices in the classroom to improve achievement. Callahan (2016) expressed the most successful areas of mentoring were the following: (a) improving the teachers' instructional skill set, (b) collaborating with teachers about effective strategies, (c) providing strategies that will help teachers to scaffold instruction to ensure all students achieve academically, (d) modeling instructional strategies to increase student engagement, and (e) including data analysis of formative and summative assessment data which helped teachers to make informed instructional decisions. Mentors and mentees developed a collaborative relationship that was viewed as trusting, mutual, and interdependent, which permitted both participants to gain from personal growth (Hopkins & Spillane, 2014). According to Callahan (2016), because of mentoring relationships, mentees were encouraged to think critically about their instructional practices, decision-making processes, and belief systems.

Aligning Professional Development Practices With Common Core State Standards

The Common Core State Standards (CCSS) were the most significant education reform initiative in the history of the U.S. educational system (Murphy & Torff, 2015). Although the CCSS were not the focus of this study, the background of the CCSS was relevant to my study because the standards provided information for how this initiative

impacted the instructional practices of the teachers who participated in this study. The state adopted CCSS in 2010; however, the standards were updated and adopted in 2016 (State Department of Education, 2016; U. S. Department of Education, 2015). Coburn et al., (2016) explained the CCSS were designed to hold both teachers and schools accountable with the end goal of raising student achievement through a change in teaching practice and a better understanding of how students learn. As with other education initiatives in the past, the adoption and subsequent implementation of the CCSS initiative also led to the need for many states and schools across the United States, including in the state where this study took place, to change their curriculum and assessments as well as their teacher evaluation systems (Xu & Cepa, 2015).

Implementation of the new standards in ELA required major instructional shifts. According to the Common Core State Standards Initiative (CCSSI, 2017), these shifts constituted “regular practice with complex text and its academic language” (para. 1), “reading, writing and speaking grounded in evidence from the text, both literary and informational” (para. 6), and “building knowledge through content-rich nonfiction” (para. 9). Such shifts left school administrators contemplating whether teachers were ready to address the new standards, which demanded strategic, pedagogical changes in instructional practices. Shanahan (2016) explained the CCSS approach encouraged teachers to read texts that were beyond the current reading level of the student to improve the students’ reading achievement. Teachers were given the responsibility to create curricula with full-bodied and diverse narrative and informational passages, so students could be exposed to a variety of texts and develop as readers who could read texts of

various lengths and difficulties (CCSSI, 2017). Effective professional development should be designed around existing knowledge with the intent to help teachers develop pedagogical and content knowledge further while providing insight on how to apply the learned material to their daily practices (Wilkinson et al., 2016). According to Steeg and Lambson (2015), when accomplishing goals for effectively implementing strategies for reading, collaboration and professional development were most important for stakeholders. In addition, the collaboration between teachers of similar or contrasting content areas was shown to strengthen student learning (Ladda & Jacobs, 2015). Furthermore, research supported the notion that meeting to talk about best practices in instruction, regularly, helped teachers to grow as collaborators and learners (Butti, 2015; Jao & McDougall, 2016). Butler et al., (2014) argued collaborative relationships nurtured an environment where teachers could be safe to take risks, to develop professionally, and to learn new instructional strategies, thus increasing self-efficacy. According to Owens et al., (2014), professional development for adult learning took into consideration the importance of teachers' working experiences and included opportunities to apply new learning. In addition, adults learned differently than children (Knowles et al., 2015); therefore, effective training that influences professional growth should be focused on appropriate learning strategies, integrated into prior knowledge, and offered sufficient opportunities for feedback.

Common Core State Standards and Literacy Instruction

Coyne and Koriakin (2017) expressed reading is one of the most important subjects a teacher taught because the ability to read was essential to school success.

According to T. Shanahan (2016), the CCSS did not recognize reading as word recognition and comprehension; instead, it took a deeper view and considered reading to be how students analyzed challenging and complex levels of text. The research on teachers' perceptions of reading instruction within content area classrooms indicated although instructional strategies for reading had a positive effect on reading comprehension and student content learning, several issues influenced teachers' practices for integrating reading instruction into their content instruction (Cakici, 2016; Hong-Nam & Szabo, 2017). A primary focus of the CCSS was to make sure that students were taught to use literacy strategies specific to each subject area (T. Shanahan & C. R. Shanahan, 2015). According to Townsend (2014), secondary teachers should strive to become teachers of both content and literacy. McCully and Osman (2015) expressed secondary-level content area teachers were faced with balancing the demands of content area subject expectations and meeting the literacy needs of students to enhance their reading comprehension of required text. To become proficient in reading, the student should have mastery over three different literacy components: reading comprehension, fluency, and vocabulary (Wexler et al., 2015). The ability to master these three components assisted students not only in the rest of their academic levels but also in their workforce careers.

Wexler et al., (2015) expressed students should be able to read and comprehend informational text to meet high school graduation requirements, to be prepared for college and career readiness expectations, and to be productive citizens. S. Murphy (2015) supported professional development that is specifically focused on increasing teachers' knowledge about teaching literacy to students who are found to be struggling

readers. According to Welie et al., (2016), students often struggled with expository text because of the stipulations involved in understanding the specialized vocabulary and abstract concepts in expository texts. When teaching explicit strategies for comprehending informational text, teachers should teach the strategies on activating and developing background knowledge inferencing, generating questions of the readings, visualizing, monitoring their understandings, and determining essential information to summarize their learning (Burns et al., 2017; Jones et al., 2016). Content teachers were not expected to teach the same literacy strategies in the same manner as reading teachers, but they should identify which literacy strategies would be most relevant in nurturing their students' knowledge of the academic terms related to their discipline (Townsend, 2014). T. Shanahan and C. R. Shanahan (2015) expressed many content teachers should be taught how to combine the literacy strategies that they use with content literacy strategies to improve their students' understanding of the types of analysis, disagreement, and literacy applications, which are specific to their disciplines. Through the explicit teaching and direct instruction of metacognitive strategies, students became aware of the following: their thinking when comprehending, their level of knowledge as they were reading, and their ability to develop skills that transferred when they were reading independently (Pratt & Urbanowski, 2015; Robinson et al., 2016). Ford-Connors et al., (2015) argued when teachers read aloud or had other students read grade-level text aloud, it was not likely that they were helping to build the students' vocabulary, to help them acquire concept knowledge, or to learn how to comprehend text by themselves. Because of these reasons, S. Murphy (2015) supported professional development specifically

focused on increasing the teachers' knowledge about teaching literacy to students who were found to be struggling readers.

CCSS and Self-Regulated Learning Strategies for Literacy Instruction

The professional development sessions that I designed will include the best practices for professional development found in prior studies. In addition, I will provide the teachers with a platform to learn, collaborate, practice, and advance their knowledge of implementing SRL strategies along with the CCSS. The teachers will learn about research-based, best-practiced literacy strategies for before, during, and after reading, which include text organization, vocabulary instruction, and differentiation, that can be integrated into cross-curriculum. These strategies could be used to promote SRL in the classroom, as well as to improve reading comprehension of expository text. The professional development sessions will emphasize the significance of the participants to recognize the importance of collaborating with not only the instructional coach for their specific content area but also the instructional coaches and their colleagues from other academic disciplines. Research on several strategies had more equivocal results including the use of graphic organizers, teaching expository text structures, and vocabulary instruction with adolescent students (Rahim et al., 2017). I included research for the following strategies: (a) vocabulary instruction, (b) text organization, and (c) differentiation. Educators participating in professional development may learn new instructional strategies through interesting, hands-on activities. Bates and Morgan (2018) found teachers enjoyed professional development activities that included hands-on learning, which could guide real teaching in the classroom.

Vocabulary Instruction

Students who had not mastered the use of comprehension skills also had trouble with learning new vocabulary. According to Diaz., (2015), one area of intervention that assisted students in reading comprehension was through vocabulary instruction. Direct instruction was linked to vocabulary instruction that required self-regulation, metacognition, and inferential reasoning (Naeimi & Foo., 2015). Diaz (2015) argued developing reading comprehension through vocabulary development and the acquirement of innovative vocabulary was predominantly significant for advancement through school. In secondary education, students are required to know new content-specific vocabulary as well as sophisticated terminology (Naeimi & Foo., 2015). According to Wright and Cevetti (2016), students who possessed extensive knowledge of vocabulary were likely to understand comprehension mainly because they knew the meaning of the words contained in the reading passage. Research-based vocabulary strategies engaged students to think about relationships among words, word meanings, and how words are used in different situations (Bjork & Kroll, 2015; Diaz, 2015; Teng, 2015; Naeimi & Foo, 2015). A variety of strategies will be used in vocabulary instruction. These strategies include the following: (a) student-friendly definitions, (b) using context clues, (c) defining the word within the context, (d) analyzing word parts, and (e) using concept mapping. Context clues were a familiar concept used by Bjork and Kroll (2015), who showed that looking at the meaning of a word will infer the meaning inside the immediate text passage. When developing student capability to use context clues, Bjork and Kroll (2015) presented vocabulary growth in long-term goals. According to Bjork and Kroll (2015), even a small

improvement resulted in long-term vocabulary growth. Teng (2015) expressed when using concept mapping with vocabulary, students may be assisted in connecting with these words and increasing their vocabulary skills. According to Teng's (2015) example, the vocabulary word was placed in the middle of the concept map. Next, the students had to demonstrate understanding of the vocabulary word by using the word in a sentence, writing the word as an antonym and synonym, and then drawing a picture of something which would remind them of the word. According to Diaz (2016), as the students elevated to the next grades, it was the students' independent understanding of using a vocabulary strategy that was vital to their understanding of comprehension skills from reading a passage.

Text Organization

A shift in upper elementary education from learning to read with primarily narrative text to an emphasis on reading to learn with informational or expository text was complicated by a lack of explicit instruction of comprehension skills, which were needed to comprehend complex text. (Hebert et al., 2016). Teaching students about structures and organization of text helped identify important information they used to build a conceptual, mental, or a processual model, of what they were understanding and comprehending (Hebert et al., 2016; Hodges & Matthews, 2017; Roehling et al., 2017; Sulak & Gunes, 2017). Knowledge of text structures and text features of nonfiction texts helped students to navigate the information systematically as they saw how the author had connected ideas, thereby improving their understanding (Jones et al., 2016). The following are the five text structures for expository text: (a) descriptive, (b) sequence, (c)

compare-contrast, (d) problem-solving, and (e) cause-effect (Hebert et al., 2016; Sulak & Gunes, 2017). Each written structure had a specific style and signal words which helped to identify the author's purpose and to analyze the text (Hebert et al., 2016). Teachers could teach text structure and organization explicitly as a means of helping with the comprehension of nonfiction text before the scholars can apply the skills effectively. Six evidence-based strategies to improve reading comprehension are monitoring comprehension, using graphic organizers, metacognition, recognizing story structure, answering questions, and summarizing (Hebert et al., 2016). According to Sulak and Gunes (2017), recognizing story structure was essential for comprehension strategies. When using story structure, students learned characters, settings, events, problems, and resolutions (Hebert et al., 2016). Story maps may assist students to recognize the story structure. Summarizing was another comprehension strategy. This strategy required students to determine what happened in the story by using their own words. Summarizing a story supported students by remembering what they read and connecting the central ideas back to the primary purpose of the text (Alharbi, 2015). Readers developed their comprehension skills through inferring, predicting, and answering questions during reading. Graphic organizers assisted students when they wrote a summary of the text. The organizers also supported differences between nonfiction and fiction text structure. Some examples of graphic organizers illustrated and used in research are story maps, Venn diagrams, cause and effect, storyboards, and chain of events (Gurses & Bouvet, 2016). Explicitly teaching students text organization strategies increased reading comprehension

of students according to the findings in research studies (Jones et al., 2016; Sulak & Gunes, 2017).

Differentiation

A strategy by the name of R2-3E was a reading strategy used mostly in social studies; however, it could be used in other disciplines. The R2-R3 strategy was where the student was told to read the text twice, to extract information from what they read, to explain what was read, and to extend the text by providing a summary of what they read (Groundwater, 2016). In the R2-3E strategy, it was important for the teacher to provide explicit instruction, model expert reading, and demonstrate the proper use of literacy strategies. This gave the students plenty of opportunities for guided practice until they became comfortable with using the strategy independently. According to Groundwater (2016), the expected outcome of this strategy was for students to be able to pull out many ideas of the text by focusing on key details, words, and phrases, which provided an opportunity for students to learn how to summarize informational text.

The R2-3E strategy had a specific process. The R2-3E strategy examined one paragraph at a time. First, the teacher allowed the scholars to draw a line across the page and under each paragraph to provide a visual divider and to help students focus on one chunk of paragraph or section at a time, which was helpful to scholars who became overwhelmed when they read lengthy expository text. Next, the teacher read the paragraph and the students listened. Then, the teacher read the same paragraph again, and this time, the students highlighted key or important words and circled new or unfamiliar words. The students then extracted the information by sharing circled and highlighted

words. Next, the students explained the information by defining their circled and highlighted words and analyzing the paragraph to determine key points. Finally, the students extended their learning by creating a dictionary or word wall, summarizing paragraphs, or summarizing an entire passage. As a result of using this strategy, students were able to write a summary sentence for each paragraph and then combined those sentences into a paragraph that summarized the entire passage. In addition to summarizing, R2-3E worked with other reading skills such as to cause and effect, problem-and-solution, compare-and-contrast, and sequencing (Groundwater, 2016). The focus of the R2-3E strategy was to help scholars to define unfamiliar words, to extract important information, and to summarize key points, which allowed them to comprehend expository text and to self-regulate their learning.

Summary

In the literature review, SRL, which included (a) goal setting, (b) scaffolding, (c) cooperative learning/small group instruction, (d) questioning, and (e) graphic organizers, were the strategies the participants used to promote SRL in the classroom. In addition, the topic of professional development, which included collaboration with instructional coaches, was explored because the participants expressed professional development training was needed to implement the SRL strategies, along with the curriculum frameworks effectively in the classroom. Finally, I included research-based, best-practiced strategies that can be implemented in the classroom to promote SRL and to improve the students' reading achievement. Using the findings from this review can help the core content area and elective teachers in this district by providing them with a better

understanding of how they can effectively implement specific research-based, best-practiced strategies along with the CCSS. Effectively implementing the strategies could improve the teachers' delivery of instruction, and it may potentially provide a model for improved practice in the field of education.

The professional development sessions that I have designed include the qualities of effective professional development which was found in prior studies. I will give the participants a platform to learn research-based, best-practiced SRL literacy strategies that can be used across the curriculum before, during, and after reading. In addition, the participants will collaborate to practice the strategies within their specific content, as well as across the curriculum, and to plan lessons that include the strategies discussed. Furthermore, the teachers will be encouraged to collaborate with their colleagues to discuss the pros and cons of using the strategies in their classrooms.

Project Description

The project for this study (see Appendix A) will include a 3-day professional development session to equip all teachers with tools to teach, model, and implement SRL strategies, within the curriculum frameworks, effectively, which may help to improve student achievement. Professional development training is needed to help teachers better implement strategies that promote SRL, along with the curriculum frameworks effectively in the classroom within the 50-minute class period. To implement the project, I designed a 3-day PowerPoint presentation. On day one, the participants will be allowed to learn various research-based, best-practiced, cross-curricula, SRL, literacy strategies that may be implemented effectively, along with the curriculum frameworks, before,

during, and after reading for their toolkits. In addition, I will provide websites within the presentation each day that the participants can use to research independently to further their understanding of how to effectively implement SRL strategies along with the curriculum frameworks. On day two, the participants will be allowed to learn various research-based, best-practiced, cross-curricula, SRL, literacy strategies that may be implemented effectively, along with the curriculum frameworks, to improve vocabulary instruction. In addition, the core content and elective teachers will collaborate (per grade level) with the instructional coaches from the English Language Arts (ELA), Mathematics, Science, and Social Studies content areas to develop and to model a vocabulary activity. Finally, on the last day, the participants will be allowed to learn various research-based, best-practiced, cross-curricula, SRL, literacy strategies that may be implemented effectively, along with the curriculum frameworks, to differentiate instruction, and I will model a lesson for them. In addition, the participants will collaborate per content area, along with the specific content instructional coach to plan lessons for a week, which will include strategies that are presented for before, during, and after reading, as well as differentiated instruction. Furthermore, the groups will model one of the lessons for their colleagues. The participants may upload their plans on ELS for the administrators and the district curriculum leaders to view them.

By identifying and implementing research-based, best-practiced SRL strategies, which can be effectively implemented along with the curriculum frameworks within the class period, this project will address the teachers' need for more professional development training that will provide an intensive focus on strategies that will help them

to implement SRL strategies, along with the curriculum frameworks effectively in the classroom to improve literacy instruction and student achievement. This professional development is of vital importance because it could ultimately improve the core content area and elective teachers' delivery of instruction by providing them with research-based best-practiced strategies that will help them to implement, adjust, and/or modify SRL strategies, along with the curriculum frameworks effectively in their classrooms and to improve student achievement.

Potential Resources and Existing Supports

There were several current potential resources and existing supports in place at this local middle school that could enable the successful implementation of this project. Administrators support the instructional coaches, who were placed at this school, by listening to them and providing what they needed to ensure the teachers in the various content areas had the necessary tools they needed to be successful. One of the goals of this district is to improve student achievement. In addition, closing the achievement gap had been a long-established part of the school's improvement plan. Therefore, the proposed project may be received well since the administrators and the instructional coaches will collaborate with the classroom teachers to focus on improving student achievement.

In addition, the ELA literacy coach will collaborate with the core content area and elective teachers to use SRL literacy strategies that can be used across the curriculum, along with the curriculum standards to improve the students' reading achievement. The participants will receive step-by-step easy to follow instructions and training for each

strategy to ensure the consistent use of research-based, best-practiced strategies that could be used across the curriculum and may promote SRL school-wide. Finally, since the teachers currently have a school-supported Google email account which can be easily accessed using the computer or smartphone, I will schedule monthly professional development meetings using Google meet to discuss the strategies that were implemented in the classroom, to hear updates on the use of the strategies, as well as to answer any questions and get feedback from the teachers about the strengths and challenges they encountered when using the strategies in the classroom.

The middle school where the study was conducted had ongoing bi-weekly department meetings and weekly professional development meetings. The curriculum department will lead the professional development sessions at the district level. Since the meeting times will be scheduled into the district's monthly calendar, I will recommend that the school and district leaders incorporate professional development training related to effectively implementing research-based, best-practiced self-regulated literacy strategies and resources, which can be used across the curriculum. Since this professional development will address the participants' need for more professional development to help them to implement, adjust, and/or modify self-regulated learning strategies, along with the curriculum frameworks effectively in the classroom within the allotted 50-minute class period, the participants may be more receptive to participate in the professional development sessions.

Another potential resource presented in this school was the number of veteran teachers, who taught in the core content areas. These teachers can provide vast

experiences and may support the teaching and modeling of SRL skills using collaborative discussions. If the effective teaching practices of these teachers could be used as models for the other teachers, then, it would be possible to have some of the veteran teachers serve as mentors for other teachers through collaborative, research-based professional development.

An additional resource includes support from the instructional coach for ELA in the building. This person will be available during the training and after the training has ended. The tasks of modeling strategies when needed, scheduling classroom observations, providing feedback, and conducting a monthly meeting on Google meet will be performed by the instructional coaches in each of the core content areas. In addition, my Walden University chair and committee members helped me to ensure my findings were presented accurately and showed their support of the project by providing feedback and suggestions for revisions throughout the study.

Potential Barriers and Solutions

Because I did not interview the entire population of middle school teachers at this school, it may be a possibility that some of the teachers may not believe they need professional development training on how to effectively implement research-based, best-practiced SRL strategies, along with the curriculum frameworks in the classroom. Therefore, to overcome this barrier, the beginning of this professional development will focus on the significance of SRL, and I will discuss the importance of knowing strategies and activities which can be implemented along with the curriculum frameworks. These

strategies could engage students in the learning process and may improve student achievement.

Another potential barrier that was suggested from the data collected from the teachers and analyzed was the additional pressure from the need to integrate SRL strategies, along with curriculum-specific instruction in the classroom. Currently, teachers at this middle school were faced with planning lessons and activities to teach, implement, and practice the skills associated with the state curriculum standards for their specific content area. In addition, ELA and mathematics teachers were being evaluated based on the students' growth year-to-year on the state assessments taken at the end of the school year. By having these pressures, the teachers may spend more time on providing content-specific instruction instead of teaching SRL strategies. To overcome this potential barrier, I have planned opportunities for the participants to collaborate on how teachers can improve their delivery of the instruction of curriculum-specific instruction by integrating SRL strategies into everyday activities. Since the goal is for all teachers to implement the same strategies for vocabulary and comprehension, all teachers should use the strategies to ensure students could gain a sense of consistency.

Proposal for Implementation and Timetable

I will meet with the building administrators to discuss the research findings. While presenting the findings, I will give the administrators a hard copy of the PowerPoint that summarizes the results and recommends suggestions. In addition, I will include a summary of the literature review which supports research-based, best-practiced, SRL strategies that encourage teachers to integrate literacy across the curriculum. After I

provide the administrators with the outcomes of the study, we will discuss the most appropriate way to guide the professional development training to express the best outcome for promoting SRL strategies that integrated literacy across the curriculum, which supported the current curriculum.

Next, I will plan with the building administrators and instructional coaches a good time and date to implement the 3-day professional development during the teachers' in-service week. Once I schedule the time and date for the training, I will work with the ELA instructional coach to schedule monthly professional development meetings using Google meet.

The teacher in-service is offered at the beginning of every school year, as well as upon the teachers' return from the Christmas and winter break. The professional development will be conducted on three separate days. A variety of instructional tools will be used to keep the participants actively engaged and motivated during the sessions. These tools include the following: (a) PowerPoint presentations, (b) small and whole group discussions, (c) hands-on activities, (d) demonstrations, and (e) time to collaborate and plan engaging lessons and activities. A new agenda will be given to the participants each day. The agenda will include a variety of topics such as the significance of SRL, effective research-based, best-practiced, SRL strategies that can be implemented along with the curriculum frameworks to integrate literacy across the curriculum, and collaboratively planning lessons and activities to promote SRL in the classroom. Appendix A outlines the agenda and order of the professional development.

Roles and Responsibilities

To implement this project successfully, the administrators, instructional coaches, and the teachers should be willing to work collaboratively with me and each other to ensure the project is supported fully, delivered professionally, and planned carefully. First, the administrators will be responsible for meeting with me to discuss the research results and the significance of this project. It is imperative that I have the full support of the administrators for this project, and as a result, they convey the significance of the professional development training to the instructional coaches and the teachers. Sometimes, teachers may not attend professional development training for various reasons; therefore, the administrators will be responsible for encouraging all staff to participate in the entire 3-day professional development training. The role of the administrators includes collaborating with me to determine the most suitable time and date for delivering professional development training, offering feedback, and providing the technological tools and supplies that are needed to ensure a successful three-day training.

The responsibility of the building-level instructional coaches is to work with me to create a schedule for monthly professional development meetings using Google to meet with the teachers and discuss the strategies implemented in their classroom, to hear updates on the use of the strategies, as well as to answer any questions and get feedback from the teachers about the strengths and challenges that they encountered when using the strategies in their classrooms. In addition, the instructional coaches will work with me daily to ensure chart paper and markers are available, the projector works, and the laptops

will be fully charged, which are the tools and supplies needed for the professional development training.

The responsibility of the teachers is to make sure they attend all three of the professional development training sessions. In addition, they will join in the discussions and share their experiences with teaching SRL strategies. Furthermore, they will collaborate with their colleagues to plan lessons and activities which implement a research-based, best-practiced, SRL strategy that could be used across the curriculum, to model the strategy used, and to complete an evaluation survey after the training. In addition, the teachers will be engaged, actively participate in the training, receive the resources provided, and provide feedback to the facilitator. In addition, the teachers should be willing to implement the strategies presented in their upcoming lesson plans and activities. Finally, the teachers should attend scheduled monthly professional development meetings using Google to meet with the instructional coaches to discuss the strategies that were implemented in the classroom, as well as to discuss the strengths and challenges that they encountered when using the strategies.

As the facilitator, my primary responsibility will be to share the background and the findings of this study with the building administrators, the instructional coaches assigned to the building, the core content teachers, and the elective teachers. In my presentation, I will effectively communicate the findings and respond to any questions or concerns that the participants may have about the professional development project. In addition, I will ensure all the participants are confident about implementing the strategies in their assigned content area. Moreover, at the end of each session, I will respond to any

questions or concerns the participants have about effectively implementing the SRL strategies along with the curriculum frameworks. In addition, I will encourage the participants to communicate and to collaborate through Google meet. Finally, at the end of each session, I will have the participants complete an evaluation survey, which I will collect, view, and present the results to the administrators and the instructional coaches.

Project Evaluation Plan

The participants will be asked to complete formative and summative evaluations. The evaluations are designed to provide feedback from the participants and to assess if the goals of the professional development were met. A five-point Likert scale will be used to evaluate the professional development sessions in which responders specify their level of agreement to a statement in the following five points: (1) Strongly Disagree = 1; (2) Disagree = 2; (3) Neither Agree nor Disagree = 3; (4) Agree = 4; and (5) Strongly Agree = 5. At the end of each session of the three-day professional development training, the participants will be asked to complete a formative feedback evaluation form in which they reflect on what they found useful and what they did not. Examples of some of the questions include the following: (a) Were your opinions valued? (b) Was the training facilitated in a clear and organized way? (c) Did this professional development training leave you excited about trying new strategies to promote self-regulated learning in your classroom? and (d) What would you change about this training? (open-ended question). I will provide the participants with the form on the first two days of the training and encourage them to provide feedback. The responses given to the questions on the formative evaluation form will help me to revise or to modify my presentation for the

next day. In addition, I will include Think-Write-Pair-Shares throughout the presentation to give the participants time to process their thinking, to write out their thoughts, and to collaborate with a partner to discuss and clarify any misconceptions. Adult learners should be given opportunities for practicing new learning, discussion, and problem-solving (Woulfin & Rigby, 2017).

Summative evaluations are usually given at the end of courses, training, and programs. The summative evaluation will be given two weeks after the training and include the following questions: (a) Were the strategies and resources that were included in the training valuable to your teaching practices? (b) Can you effectively apply what you learned to your specific content area? (c) What strategies presented during the training for before, during, and after reading do you intend to implement in your classroom? (d) What strategies presented during the training for vocabulary instruction do you intend to implement in your classroom? (e) What strategies presented during the training for differentiated instruction do you intend to implement in your classroom? (f) Would you recommend this training to teachers at other schools in this district? In addition, open-ended questions will be included on the evaluation form to encourage the participants to provide feedback about what they learned, which part of the training did they feel was more or less engaging, was the professional development training effective, what additional support do they think they need to effectively implement the self-regulated learning strategies, along with the curriculum frameworks, and what would they change about the training. The evaluation form is included with the project in Appendix A.

The evaluation forms will be used to determine if the teachers thought the professional development training was effective and if the strategies presented are useful to improve their delivery of instruction. The evaluation forms would be anonymous, so the teachers can express their thoughts about the strengths and weaknesses of the training. The results of the evaluations will be shared with the administrators and the building-level instructional coaches. Any additional supports the teachers request that they need will be addressed through a collaborative effort among the administrators, the instructional coaches, and me. In addition, I plan to participate in the monthly meetings on Google meet to hear about the teachers' experiences with using the SRL strategies, as well as feedback from observations conducted by the instructional coaches about the teachers' strengths and weaknesses in implementing the strategies. In addition, I will address any of the teachers' questions or concerns.

The responses from the above resources may determine the need for additional training on implementing specific SRL strategies, along with the curriculum frameworks to improve literacy instruction. The project evaluation will be based on the outcome, in that the teachers use the supports put in place to address the concerns discovered through the processes of data collection and data analysis. All supports are research-based, best-practiced strategies and could yield positive responses from the teachers, which could benefit the students. As the teachers and students become comfortable with using the SRL strategies for vocabulary and comprehension consistently, the students could become more skillful at using the strategies to improve comprehension in not only their core-content area classes but also their elective classes. Because of the ongoing support,

all core-content and elective teachers should become more comfortable with effectively implementing SRL strategies, along with the curriculum frameworks across the curriculum. This will support the initiative to promote a school-wide SRL environment. The participants will be asked to complete formative and summative evaluations. The evaluations are designed to provide feedback from the participants and to assess if the goals of the professional development were met. A 5-point Likert scale will be used to evaluate the professional development sessions in which responders specify their level of agreement to a statement in the following five points: (1) Strongly Disagree = 1; (2) Disagree = 2; (3) Neither Agree nor Disagree = 3; (4) Agree = 4; and (5) Strongly Agree = 5. At the end of each session of the 3-day professional development training, the participants will be asked to complete a formative feedback evaluation form in which they reflect on what they found useful and what they did not. Examples of some of the questions include the following: (a) Were your opinions valued? (b) Was the training facilitated in a clear and organized way? (c) Did this professional development training leave you excited about trying new strategies to promote self-regulated learning in your classroom? and (d) What would you change about this training? (open-ended question). I will provide the participants with the form on the first two days of the training and encourage them to provide feedback. The responses given to the questions on the formative evaluation form will help me to revise or to modify my presentation for the next day. In addition, I will include Think-Write-Pair-Shares throughout the presentation to give the participants time to process their thinking, to write out their thoughts, and to collaborate with a partner to discuss and clarify any misconceptions. Adult learners

should be given opportunities for practicing new learning, discussion, and problem-solving (Woulfin & Rigby, 2017).

Summative evaluations are usually given at the end of courses, training, and programs. The summative evaluation will be given two weeks after the training and include the following questions: (a) Were the strategies and resources that were included in the training valuable to your teaching practices? (b) Can you effectively apply what you learned to your specific content area? (c) What strategies presented during the training for before, during, and after reading do you intend to implement in your classroom? (d) What strategies presented during the training for vocabulary instruction do you intend to implement in your classroom? (e) What strategies presented during the training for differentiated instruction do you intend to implement in your classroom? (f) Would you recommend this training to teachers at other schools in this district? In addition, open-ended questions will be included on the evaluation form to encourage the participants to provide feedback about what they learned, which part of the training did they feel was more or less engaging, was the professional development training effective, what additional support do they think they need to effectively implement the SRL strategies, along with the curriculum frameworks, and what would they change about the training. The evaluation form is included with the project in Appendix A.

The evaluation forms will be used to determine if the teachers thought the professional development training was effective and if the strategies presented are useful to improve their delivery of instruction. The evaluation forms would be anonymous, so the teachers can express their thoughts about the strengths and weaknesses of the training.

The results of the evaluations will be shared with the administrators and the building-level instructional coaches. Any additional supports the teachers request that they need will be addressed through a collaborative effort among the administrators, the instructional coaches, and me. In addition, I plan to participate in the monthly meetings on Google meet to hear about the teachers' experiences with using the SRL strategies, as well as feedback from observations conducted by the instructional coaches about the teachers' strengths and weaknesses in implementing the strategies. In addition, I will address any of the teachers' questions or concerns.

The responses from the above resources may determine the need for additional training on implementing specific SRL strategies, along with the curriculum frameworks to improve literacy instruction. The project evaluation will be based on the outcome, in that the teachers use the supports put in place to address the concerns discovered through the processes of data collection and data analysis. All supports are research-based, best-practiced strategies and could yield positive responses from the teachers, which could benefit the students. As the teachers and students become comfortable with using the SRL strategies for vocabulary and comprehension consistently, the students could become more skillful at using the strategies to improve comprehension in not only their core-content area classes but also their elective classes. Because of the ongoing support, all core-content and elective teachers should become more comfortable with effectively implementing SRL strategies, along with the curriculum frameworks across the curriculum. This will support the initiative to promote a school-wide SRL environment.

Project Implications

Social Change

This project is designed to address the needs communicated by local middle school teachers who participated in this study. The teachers revealed they were unsure of how to effectively implement self-regulated learning strategies, along with the curriculum frameworks within the 50-minute class period. All teachers are now required to teach, model, and practice literacy strategies in the classroom to ensure students learn to apply the literacy skills in each of the content areas (CCSSI, 2017). Professional development training will help the teachers to understand how to effectively implement SRL strategies, along with the curriculum frameworks. The resources, as well as the knowledge gained from the training, may lead to the teachers' increased motivation and confidence to explicitly teach these skills. To address the teachers' concerns about teaching SRL strategies along with the curriculum frameworks within the 50-minute class period, the teachers will be taught how to effectively implement specific strategies into their assigned content area. An awareness of the information which would be provided in this training can create social change in this school and may be relevant to other schools. After the teachers attend this PD, it is anticipated the students' test scores would improve. If the students' assessment data show improvement after the SRL strategies have been implemented, then the district leaders and community stakeholders may want this training implemented in other schools. Teachers who teach on the secondary level in this district could benefit from further professional development training regarding the significance

of implementing SRL strategies in the classroom to improve their teaching practices and to improve student achievement.

Local Community

This professional development training is vital to the local community because it will include research-based, best-practiced SRL literacy strategies that can be implemented across the curriculum. The teachers would benefit from this training because they have an opportunity to collaborate with other teachers and instructional coaches to discuss the strategies that will work best for them. In addition, they will be able to take the SRL literacy strategies gained from the professional development sessions and apply them when planning lessons and activities which could be effectively implemented along with the curriculum frameworks within the 50-minute class period. In addition, the teachers will be given tools that will improve the scholars' literacy skills across the curriculum. As a result, the students may be able to show growth on the state standardized tests, which would improve the school's performance and influence the district's yearly literacy outcomes.

Far-Reaching

Although this study addressed the concerns within Williams Middle School, the findings and recommendations of this project study can be shared globally with other educators to promote SRL. Creating a SRL environment can assist educators in integrating literacy across the curriculum as recommended by the CCSS. The ability to self-regulate their learning when they worked independently was vital for students to read and comprehend text, to succeed academically, and to acquire life skills that would help

them to function in the real world. Therefore, the implications of social change are far-reaching. The ability for students to self-regulate their learning at a progressive level can influence them to become lifelong learners, encourage problem-solving skills, and improve critical thinking skills. Furthermore, the results of this study may apply to similar middle school settings where it would benefit the district leaders to examine the perspectives of teachers to provide ongoing professional development training which is considered to meet the specific needs of the adult learners.

Conclusion

The research conducted for this study addressed the problem that 25% of the sixth- through eighth-grade students at Williams Middle School were reading and performing below grade level. In addition, the teachers' experiences with and perceptions about teaching SRL strategies, along with the curriculum frameworks, were explored. I used the data that was collected and analyzed from this study, as well as current research to design a project for the teachers at this school. The teachers at Williams Middle School, who participated in the study, expressed the need for professional development training to effectively implement SRL strategies along with the curriculum frameworks within the 50-minute class period.

In Section 3, I included a rationale for the project, a proposal for implementation, and plans to evaluate the project. In addition, I included an extensive literature review that supported the professional development project and included SRL strategies that can be implemented across the curriculum along with the curriculum frameworks. The collaborative professional development sessions included the use of PowerPoint, small

group discussions, hands-on activities, and an evaluation survey. Finally, I described the implications for promoting social change through the consideration of teachers' perspectives. In Section 4, I present the strengths and limitations of the project and provide reflections on myself as a scholar, as a practitioner, and as a project developer.

Section 4: Reflections and Conclusions

The purpose of this study was to explore how middle school teachers described, demonstrated, and documented SRL in a technology-supported collaborative learning environment and to explore teachers' perspectives about how this environment influenced learning outcomes related to reading comprehension. The teachers' perspectives on their strengths and weaknesses in effectively implementing SRL strategies along with the curriculum frameworks led to an awareness of how to proceed with future professional development. I learned the importance of providing core content area and elective teachers with SRL strategies that they could effectively implement along with the curriculum frameworks within the 50-minute class period. The data collected and analyzed may be beneficial to district and school leaders who desire successful implementation of SRL strategies, as well as a school-wide or district-wide initiative to promote an SRL environment. In this section, I reflect on the design of the project, evaluate the strengths and limitations of the project, and provide recommendations for further research.

Project Strengths

A strength of this project will be the professional development training sessions that were designed based on the data collected and analyzed from face-to-face interviews with the participants (see Creswell, 2012), as well as classroom observations (see Patton, 2014). The findings indicated the participants, who consisted of core content (ELA, science, history, and mathematics) and elective (physical education/health and drama) teachers expressed a need for professional development training to teach, model, and

implement SRL strategies along with the curriculum frameworks effectively. Prior research addressed the teachers' need for more training on effectively implementing literacy strategies across the curriculum (Colwell & Enderson, 2016; Thacker et al., 2016). The professional development sessions, which will include research that was published within the past 5 years, will be designed to meet that need. Wilkinson et al. (2016) argued that professional development should be designed with the intent of teachers developing their content knowledge and delivery of instruction, as well as applying the strategies learned along with the curriculum frameworks effectively in their daily teaching practices. According to Ma et al. (2018), teachers could develop their instructional practices and pedagogical knowledge through professional development, which includes opportunities for collaboration. In addition, the current sessions will include a discussion about the SRL strategies that are aligned to Winne's (2014) COPES theory, which the participants were using in the classroom.

The second strength of this project is the sessions will provide the participants with meaningful research-based, best-practiced SRL literacy strategies for before, during, and after reading; vocabulary instruction; and differentiated instruction. According to findings from other studies, literacy strategies such as using graphic organizers, answering questions, summarizing, and recognizing story structure are research-based, best-practice strategies to improve reading comprehension (Alharbi, 2015; Gurses & Bouvet, 2016; J. S. Jones et al., 2016; Meniado, 2016; Sulak & Gunes, 2017). In addition, the participants will be allowed many opportunities and will be provided enough time to collaborate with their colleagues and the assigned building instructional coaches to learn,

practice, and reflect on the new strategies and how they would effectively implement the new strategies in their classroom.

The final strength of this project is professional development will be ongoing through monthly professional development meetings using Google Meet, in which the teachers, instructional coaches, and I will discuss the strategies that they implemented, hear updates on the use of the strategies, answer any questions, and get feedback from the teachers about the strengths and challenges they encountered when using the strategies in the classroom. Rutherford et al. (2017) argued that teachers who participated in continuous professional development had a more positive influence on the success of their scholars. This project would help to improve the teachers' delivery of instruction and would align with the district's goal of improving student achievement. According to findings from other studies, reflective practices of professional development enabled teachers to transfer the content to the classroom, which resulted in increased student success (Jacob et al., 2017; Korkko et al., 2016).

Limitations

One of the limitations of the project will be providing the teachers time to plan lessons and activities effectively using the SRL literacy strategies that will be introduced and practiced during the professional development sessions. Although the teachers will be allotted time to collaborate and plan lessons and activities during the training, the teachers may need more time to plan how to effectively implement the strategies. Effective planning is one of the most effective tools that teachers use in their delivery of instruction, and teachers would benefit from having more time to collaborate and plan

their lessons before implementing the strategies and resources obtained during the sessions.

Recommendations for Alternative Approaches

The purpose of this study is to explore the instructional strategies used by middle school teachers and to explore the perspectives of middle school teachers about how an SRL environment influences learning outcomes. The teachers who participated in the study expressed the need for professional development training to teach, model, and implement SRL strategies along with the curriculum frameworks effectively within the 50-minute class period. One recommendation for an alternative approach to address teachers not having enough time to plan effectively would be to use 2 of the weekly staff meetings, which occur every Wednesday, to have collaborative planning sessions. Instead of the teachers meeting every week for a formal staff meeting, they could use the first and third Wednesdays to collaborate per subject area with the instructional coaches to plan for the lessons and activities that they are going to teach, as well as to model the strategies.

Another recommendation would be to encourage the use of online Zoom meetings. The teachers are using Google Meet to communicate with each other monthly. Zoom would allow the teachers from this school to communicate with groups of teachers from other schools in the district. The teachers would have the platform needed to collaborate and plan lessons and activities, share teaching practices, and explore the pros and cons of using SRL literacy strategies. In addition, the teachers could discuss how they effectively implemented SRL strategies in the classroom. Scheduling meetings in

Zoom would help teachers with time management because they would not have to drive off campus to a specific location to meet and collaborate with other teachers in the district.

In this study, I focused on the perspectives of teachers. Another recommendation would be to focus on the perspectives of the students and the building administrators. I believe it is just as important to get the perspectives of the students about working and performing in an SRL environment. In addition to the students' perspectives, it would also be beneficial to consider the building administrators' perspectives about what they think is the role that administrators play in developing a school-wide initiative to promote SRL strategies. Although I used a qualitative case study method to conduct this study, the problem could also be addressed using a mixed-methods approach in which further insight could be obtained about how using SRL strategies may improve the students' achievement scores on the district benchmark assessments and the state standardized reading assessment.

Scholarship, Project Development and Evaluation, and Leadership and Change Scholarship

It has been 7 years since I began this journey to earn my doctoral degree. During this time, I worked full-time as a middle school teacher. In addition, I am a single parent with two daughters at home, and one of my daughters has Down's syndrome and is autistic. Multitasking in these areas of my life intensified my role as a scholar-practitioner. My life has many challenges, and the research process added to my feelings of stress and anxiety. The research process was challenging and at times overwhelming.

There were times when I wanted to give up because of the long and constant process of editing and revising the drafts. Because I received constant feedback from my committee chair and second member, as well as support and encouragement from my family, I did not give up.

There was an organized sequence of steps that I had to take to investigate the phenomenon studied. I identified a problem that I had a passion for research; I developed research questions; I researched and selected a conceptual framework that would enhance my process of collecting data. I collected data from classroom observations, artifacts (lesson plans, student work samples, and curriculum frameworks), and face-to-face interviews. The data that was collected, analyzed, transcribed, and coded allowed me to delve deeper into the information collected, and I believe this gave me a more in-depth understanding of the problem and potential solution. During the processes, I learned to manage and follow time frames, to research and organize peer-reviewed scholarly articles and other resources, and to create an orderly system for documents. Following the processes led to the design of the professional development project. Developing the project was inspiring because I designed it to precisely address what the participants expressed was a need to improve their delivery of instruction by effectively implementing SRL strategies along with the curriculum frameworks.

Project Development and Evaluation

This project was designed from the analysis and interpretation of data collected, as well as from research that I conducted. Because the CCSS require that every teacher must now implement reading in their content area (CCSSI, 2017), the sixth- through

eighth-grade core content and elective teachers at this school must plan lessons and activities that implement reading strategies, along with the curriculum frameworks, for their specific content area. The classroom observations and lesson plans showed that the participants used various SRL strategies in the classroom. In addition, the participants' responses to questions asked during the face-to-face interviews expressed professional development training was needed to effectively implement the strategies along with the curriculum frameworks within the 50-minute class period. It was quite evident professional development training was beneficial to give the teachers opportunities to learn SRL literacy strategies, which would promote SRL and improve reading achievement, and to collaborate with other teachers, as well as the building assigned instructional coaches. The feedback from my chair helped me to organize and design a professional development project. My project was designed based on the themes that originated from the analysis and interpretation of the data collected, as well as the research that I collected.

I designed a project where teachers and instructional coaches would be able to collaborate per grade level and content areas. The participants will receive handouts, which include research-based, best-practiced self-regulated learning literacy strategies, step-by-step directions for using the strategies, and resources that can be used across the curriculum. In addition, I have planned a variety of engaging activities that the participants can use for future lessons. When I designed the professional development sessions, I included SRL literacy strategies that teachers can effectively implement across the curriculum within the 50-minute class period. I considered using the strategies, which

would improve the teachers' delivery of instruction and show an increase in the students' reading achievement. This allowed me to align teacher practices with the students' learning outcomes and to validate the significance of the professional development sessions.

The design of the professional development project required specific components for completion. First, I clearly stated the design of the project and set realistic goals. Next, I provided a scholarly rationale as to why that genre was selected. Then, I showed the relationship of the project to the findings which developed from the collection, analysis, and interpretation of the data. Next, I researched scholarly, peer-reviewed articles and wrote a rationale, which aligned the project to the research problem that I identified. Then, I conducted an extensive literature review to gather current research to support the content of the project. I discovered much research on the topic of professional development, instructional coaching, collaboration, and self-regulated learning literacy strategies, which are aligned to the CCSS and integrated literacy across the curriculum. Designing the professional development project was an awesome experience as I considered the supports, which were already in place, the resources that were required, and identified any potential barriers. In addition, I considered the implementation process, as well as the timetable involved for all components of the project. Finally, I created an evaluation plan for the participants to complete at the end of the professional development sessions, which would offer feedback about the effectiveness of the training and ways to improve it. In addition, a summative evaluation was provided to the

participants to determine the overall effectiveness of the training and what part of the training was most beneficial to them.

Leadership and Change

As an educator and a lifelong learner, I have developed a passion for scholarly leadership and change while serving on the school's leadership team. In addition, I have learned the importance of the role school and district leaders have in ensuring all teachers have the support they need to fill in the learning gaps of their students. This past school year, I worked with a team of teachers to research ways to integrate literacy into the science curriculum. We presented several research-based, best-practiced strategies to the rest of the staff during a scheduled staff professional development session. In being in the role of one of the presenters, I enjoyed the opportunity of being in a position of leadership. I was allowed to share strategies with adult learners with the intent of making a difference in the students' academic achievement, thus promoting social change.

As a research practitioner, I conducted an extensive literature review for the project, which provided information on the importance of designing professional development sessions that included active and engaging participation, as well as collaboration among the participants. In addition, researching and reading peer-reviewed articles allowed me to gain a deeper understanding of research-based, best-practiced instructional practices teachers can use across the curriculum to promote SRL in the classroom and to improve the reading achievement of all students. This project can promote change by encouraging the teachers to implement instructional practices that have been proven to improve the students' academic achievement. As a research

practitioner, I feel more confident and empowered when I advocate for avenues of change in the field of education. In addition, I feel that I have designed a project that would be used to influence the teachers' delivery of instruction and the students' academic progress. Through the processes of data collection and analysis, I learned middle school teacher participants do implement some SRL strategies during their instruction; however, they feel challenged when implementing the strategies along with the CCSS for their specific content. In the future, I would like to develop and facilitate professional development on SRL literacy instruction across disciplines in Grades K-5 or 9-12, as well as continue to research SRL as it evolves.

The professional development sessions that I designed would provide a social change because the participants will be given the training, resources, and tools needed to help the students to self-regulate their learning and to effectively integrate literacy across the curriculum. In addition, the core content teachers will be allowed to collaborate with teachers from other disciplines during the training. Moreover, the teachers will be given many opportunities to collaborate with the building-assigned instructional coaches to effectively plan lessons and activities, which use research-based, best-practiced SRL literacy strategies that will allow their scholars who struggle with learning a new concept or who need enrichment to succeed academically. The SRL literacy strategies presented during the training would be beneficial to all students, whether the students are performing below grade level, on grade level, or above grade level. In addition, providing the teachers with various opportunities to collaborate by grade level or by discipline should allow the teachers to plan and share lessons and activities that effectively

implement the same strategies, which were presented during the training. As teachers collaborate to consistently implement the strategies across the curriculum, the students' performance levels should improve on benchmark and state-standardized assessments. As a result, the school would meet its Adequate Yearly Progress (AYP) goals. This benefits the district because schools that meet AYP goals can progress from being listed as failing schools, and as a result, the district will not be listed as a failing district.

Reflection on Importance of the Work

As I reflect on my educational journey, I think about the late nights of researching peer-reviewed scholarly articles; the long hours of reading the articles and writing the drafts; the moments of feeling overwhelmed and exhausted after going through the process of the IRB and conducting the study, as well as collecting, analyzing, interpreting, and storing the data; and the tears that I have cried after receiving feedback from my chair, committee member, or the URR to revise my drafts until my committee agreed that my writing was acceptable. Many times, I wanted to give up, but my Pastor, family, friends, and colleagues prayed with me and encouraged me to work hard and to endure until the end. My hard work, time management, perseverance, and sacrifices have enabled me to get thus far. Now, I see a light at the end of the tunnel. I am determined to finish this process and become the first member in my immediate family to earn my doctoral degree, Ed.D. Degree in Curriculum, Instruction, and Assessment.

As my educational journey comes to an end, I realize that my research project could have a positive effect on the instructional practices of the classroom teachers in the school where this study was conducted. The teachers who volunteered in the study were

allowed to let their voices be heard. They shared their teaching practices and their perspectives of implementing strategies that promote SRL in their classroom. There was a consensus expressed among the participants that professional development training to teach, model, and effectively implement SRL strategies along with the curriculum frameworks would be beneficial to them. This project is important in providing specific professional development to support the needs of the secondary teachers to promote a SRL environment and to improve literacy instruction across the curriculum. Designing this project has allowed me to do the following: (a) develop professionally into a teacher leader, (b) give support to veteran and novice teachers that would improve their delivery of instruction, and (c) provide students with literacy skills that will help them to become lifelong learners.

Implications, Applications, and Directions for Future Research

The school curriculum, requirements for teaching, and advances in technology change over time. As a result, future research could evolve to include new information about effective practices for teachers that would improve their delivery of instruction and increase their students' reading achievement levels. The research included in this study is relevant for preparing the students for higher education and the real world that relies more on literacy and technology daily. Students should be able to read and self-regulate their learning, as well as comprehend what they read, whether they are reading printed material, communicating via social media, or surfing the web. According to the current curriculum frameworks, all teachers are responsible for implementing literacy strategies along with the curriculum for their specific content. Therefore, future research should be

conducted to address this area in grades K - 12. During the interviews, I learned many of the teachers valued SRL strategies. However, they were challenged when they implemented the strategies, along with the curriculum for their specific content, within the 50- minute class period.

This study is significant to teachers with students who are not proficient in reading. I have included research-based, best-practiced SRL literacy strategies that can help close the achievement gap. The strategies recommended in this study included before, during, and after reading strategies, vocabulary instruction, and strategies to differentiate instruction. I designed a 3-day professional development session where the participants learned SRL literacy strategies that can be implemented across the curriculum, along with content-specific instruction. In addition, the participants had many opportunities to collaborate and to effectively plan lessons and activities that included the strategies presented during the training.

During the research process, I read and analyzed several peer-reviewed articles for effective professional development for literacy instruction. I focused on specific SRL literacy strategies that can positively influence the delivery of instruction and student achievement. A recommendation for future research would be to develop the scope of the study to include elementary and high school teachers. The strategies presented in this study can be modified and adjusted to benefit elementary and high school students. Future research could also involve conducting experimental studies that investigate the effectiveness of the SRL literacy strategies, which were presented during the 3-day professional development sessions, on improving literacy instruction across the

curriculum. Finally, future research could be done to compare the reading achievement scores of students who attend Title I schools versus the reading achievement scores of students who do not attend Title I schools. Finding the common trends and differences would enrich literacy instruction beyond the information presented in this research study.

Conclusion

Self-regulated learning strategies are beneficial for students to learn and apply while they are in school and when they become adults. It had been challenging for some teachers to implement the strategies, within the allotted 50-minute class period, along with the content-specific frameworks, to improve reading achievement. Therefore, teachers would benefit from receiving extensive training on how to implement SRL literacy strategies consistently and effectively across the curriculum. Completing this project study has been challenging; yet, it has been a satisfying experience. Researching the topic of SRL, interviewing the sixth- through eighth-grade middle school teacher participants to gain their perspectives about SRL, and observing their teaching practices have helped me to understand the challenges some teachers face in implementing strategies that would help students to self-regulate their learning and to improve literacy instruction. As a result, I designed a professional development project which could provide teachers with research-based, best-practiced, SRL literacy strategies that could be effectively implemented across the curriculum to improve literacy instruction.

In addition, I have reflected on my experiences as a researcher and as a practitioner, after I identified a problem in my local school setting, conducted research, and designed a project to address this problem. I gained much knowledge from

collecting, analyzing, and interpreting data collected from the participants' interviews, classroom observations, and artifacts, which included lesson plans, curriculum frameworks, and student work samples. I used the data analysis to design a project in the form of a PowerPoint presentation to disseminate my findings in a 3-day training session for the sixth-, seventh-, and eighth-grade content area and elective teachers, along with the building-assigned instructional coaches. Furthermore, I reflected on the strengths and limitations of the project that I designed. Finally, I presented analyses of myself as a scholar, a practitioner, and a project developer, and I have gained an appreciation of my abilities as a teacher leader for social change.

In closing, there is a vital need for district and school leaders to provide teachers with professional development training that will help them to effectively implement SRL strategies in their classrooms. If teachers get the training, they can help the students to self-regulate their learning and to succeed academically. I am grateful for the support, guidance, and feedback I received from the faculty at Walden University throughout this journey in completing this project. I hope once this project has been presented, district and school leaders would continue to implement the professional development project in the elementary and high schools.

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Appendix A: The Project

Using Self-Regulated Learning Strategies to Integrate Literacy Across the Curriculum

Sharon Davenport

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Professional Development Training Plan

Introduction

The project for this study is a three-day professional development training. The professional development is entitled, “Using Self-Regulated Learning Strategies to Integrate Literacy Across the Curriculum.” The purpose of this professional development training is to equip all teachers with tools to integrate self-regulated learning literacy strategies, within the curriculum frameworks into their specific content area effectively, and as a result, improve student achievement. The professional development training will consist of three days of informational sessions, which include strategies and activities designed to increase the participants’ awareness of research-based, best-practiced, self-regulated learning literacy strategies that could be implemented across the curriculum. The strategies include the following: (a) before, during, and after reading strategies, (b) strategies for vocabulary instruction, and (c) strategies to differentiate instruction. In addition, the participants will receive step-by-step easy to follow instructions for each strategy, as well as resources to use with each strategy. The professional development training sessions will begin at 8:00 a.m. and end at 3:00 p.m. on three in-service days, which will be scheduled by the building administrators. An ice breaker will be the opening activity that begins each session. The first day of training will involve the

participants collaborating, researching, and collecting various research-based, best-practiced, cross-curricula, self-regulated learning, literacy strategies that may be implemented effectively, along with the curriculum frameworks, before, during, and after reading. The second day of training will involve the participants collaborating per grade level to research and collect various self-regulated learning literacy strategies that may be implemented effectively, along with the curriculum frameworks, to improve vocabulary instruction. In addition, the participants will complete activities in three vocabulary centers. Furthermore, the teachers and instructional coaches will collaborate to develop and model a vocabulary activity. The third day of training involves the participants collaborating per content area to research and collect various self-regulated learning, literacy strategies that may be implemented effectively, along with the curriculum frameworks, to differentiate instruction. In addition, I will model a lesson for them which uses before, during, and after strategies that differentiate instruction and could be implemented across the curriculum. Furthermore, the participants will collaborate per content area, along with their instructional coach to plan lessons for a week, which will include strategies that were presented for before, during, and after reading, as well as differentiated instruction. A formative evaluation form will be used at the end of each of the first two days of training for the participants to reflect on what they found useful and what they did not. The participants will complete a summative evaluation form two weeks after the training and will provide feedback, make suggestions, and determine the effectiveness of the professional development training overall.

Goals

The goals of the professional development training sessions include the following:

- Goal 1: The participants will plan lessons and activities, which include research-based, best-practiced, cross-curricula, self-regulated learning, literacy strategies that can be implemented across the curriculum.
- Goal 2: The participants will teach, model, and implement the strategies consistently and effectively.

Learning Outcomes

As a result of these professional development sessions, the participants will:

- Design lesson plans and activities that incorporate a variety of teaching strategies that they plan to teach, model, and implement in their classroom.
- View the different types of self-regulated learning literacy strategies and identify the ones that would benefit your students the most.

Intended Audience

The intended audience for this professional development will be the building administrators, building-assigned instructional coaches, and middle school core content area and elective teachers in grades sixth through eighth. In addition, this project is designed based on the data collected from the 12 teacher participants through face-to-face interviews, classroom observations, and artifacts (lesson plans, curriculum frameworks, and student work samples), as well as current research. Furthermore, this project is significant because it supports the following need addressed by the study participants: professional development training is needed to effectively implement self-regulated learning strategies, along with the curriculum frameworks in the classroom.

This training will equip the participants with the tools that are needed to effectively teach, model, and implement self-regulated learning strategies to integrate literacy across the curriculum.

Day 1 Agenda

Date:**Time:** 8:00 – 4:00**Audience:** Middle School Teachers, Grades 6 – 8 and Instructional Coaches (building assigned)**Location:****Topic:** Using Self-Regulated Learning Strategies to Integrate Literacy Across the Curriculum**Objectives:**

- Increase collaboration between teachers and instructional coaches
- Improve overall knowledge and understanding of self-regulated learning
- Provide the participants with cross-curricular, self-regulated learning literacy strategies, which will include step-by-step easy to follow instructions for each strategy to ensure the consistent use of the strategies
- Ensure the teachers' ability to teach, model, and implement the strategies effectively
- Encourage monthly meetings on Google Meet

Content	Activity	Time	Materials
Sign-In & Breakfast Greetings		7:30 – 8:00	Sign-In Sheets Breakfast Items
Welcome	Welcome Housekeeping Presenter Introduction Norms Study Background Purpose for PD Training Schedule	8:00 – 8:30	Cardstock Paper (for name tents) Presentation Handout
Agenda & Ice Breaker <ul style="list-style-type: none"> ▪ If you could be any shape, what shape would you be? ▪ Think about the attributes 	PD Goals & Objectives Agenda for Day 1 Ice Breaker Participant Introductions Each participant will take turns introducing themselves: <ul style="list-style-type: none"> ▪ Name and position 	8:30 – 9:00	Agenda

<p>of this shape and determine how it describes you as a learner.</p>	<ul style="list-style-type: none"> ▪ Number of years in education ▪ Shape selected, why the shape was selected, and how it relates to you 		
<p>Activity #1: Think-Write-Pair-Share</p> <ul style="list-style-type: none"> ▪ What is self-regulated learning? ▪ What is the significance of teaching self-regulated learning strategies? ▪ What self-regulated learning strategies have you implemented in your classroom? 	<p>The participants will work independently for 5 minutes to think about the questions and then, write responses. Once the timer goes off, reset the timer for 5 minutes. Let the participants know they will have 5 minutes to pair up with a partner to discuss the questions and their responses. Once the timer goes off, reset it for 5 minutes. During this time, volunteer pairs will share their responses to the questions with the entire group. The activity stops when the timer goes off.</p>	9:00 – 9:15	Timer
<ul style="list-style-type: none"> ▪ What is self-regulated learning? ▪ What is the significance of teaching self-regulated learning strategies? ▪ What self-regulated learning strategies have you implemented 	<p>Presentation: Explanation of Significance Strategies Implemented by Teacher Participants</p>	9:15 – 9:45	

in your classroom?			
Break		9:45 – 10:00	
COPEs Theory	Presentation: Components of COPEs	10:00-10:25	
SRL Strategies Aligned to COPEs Theory	Presentation: Explanation of SRL Strategies Implemented by the Teacher Participants Aligned to COPEs Theory Barriers to Implementing SRL Strategies Effectively	10:25-11:30	
Lunch		11:30-12:45	
Strategies to Promote SRL Activity #2: Participants will use the science textbook as well as the Nonfiction Features Chart in their manual to identify various text features. Each table will be responsible for finding one text feature in the textbook, raising their hand, and waiting to be called on to respond. Inform the group that the title, title page, table of contents, index, and glossary features are eliminated. Once the	Presentation: Before, During, and After Reading Strategies	12:45-2:15	Handouts Science Textbook Timer Sticky Notes

<p>feature is found, it cannot be repeated. When a group is called on, they will state the feature found and the page number. The rest of the participants will turn to the page to verify the information. Write the group number on a sticky note and place the note on the screen. End the activity at 1:20. Use a timer with a chime of some kind that the entire group can hear, if needed.</p>			
<p>Break</p>		<p>2:15 – 2:30</p>	
<p>Activity #3: Collaboration</p>	<p>Participants will work together and use the laptop computers to explore websites to find additional self-regulated learning literacy strategies for before, during, and after reading (not in the manual) that can be implemented across the curriculum and find resources (passages, videos, etc.) to supplement the lesson. The participants will be given chart paper to use to write their strategies on. Each group will share one of the strategies during the wrap-up.</p>	<p>2:30 – 3:45</p>	<p>Laptop, with Internet Connection Timer Chart Paper Markers</p>

Wrap-Up	Debrief, Reflection, Wrap Up, Google Meet, Evaluation, & Dismissal	3:45 – 4:00	Formative Evaluation Form
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Day 2 Agenda

Date:

Time: 8:00 – 4:00

Audience: Middle School Teachers, Grades 6 – 8 and Instructional Coaches (building assigned)

Location:

Topic: Using Self-Regulated Learning Strategies to Improve Vocabulary Instruction

Objectives:

- Increase collaboration between teachers and instructional coaches
- Improve overall knowledge and understanding of vocabulary instruction
- Understand various ways to instruct students in vocabulary usage
- Compose an activity that implements vocabulary instruction effectively
- Ensure the teachers’ ability to teach, model, and implement vocabulary instruction strategies effectively
- Encourage monthly meetings on Google Meet

Content	Activity	Time	Materials
Sign-In & Breakfast Greetings		7:30 – 8:00	Sign-In Sheets Breakfast Items
Welcome	Welcome Housekeeping Presenter Introduction Norms Purpose for PD Training Schedule PD Goals & Objectives Agenda for Day 2	8:00 – 8:30	Cardstock Paper (for name tents) Presentation Handout Agenda
Ice Breaker Activity “Are You a Pretty Good Teacher?” & Overview of the Common Core State Standards	Ice Breaker The participants will participate in reading the poem, “Are You a Pretty Good Teacher?”	8:30 – 9:00	
Overview of Literacy Across the Curriculum	Presentation: Explain the following topics: <ul style="list-style-type: none"> ▪ Why Do Students Have Difficulty with Reading? 	9:00 – 9:45	

	<ul style="list-style-type: none"> ▪ What is Literacy Across the Curriculum? ▪ What is the Significance of Literacy Across the Curriculum? ▪ How Do We Integrate Literacy into Content Areas? ▪ What are the characteristics of an effective literacy program? 		
Break		9:45 – 10:00	
Vocabulary Instruction	Presentation: Research to Support Vocabulary Instruction	10:00-10:15	
Vocabulary Instruction Strategies Aligned to SRL Activity #1: Magic Squares	Presentation: SRL Strategies for Vocabulary The participants to take out a sheet of paper and draw the magic squares graphic organizer (on the projector screen). Read the statements on the left and match them with a reading skill on the right. They will write the number in the square of the corresponding letter on the graphic organizer. The participants will have 30 minutes to complete this activity. Use a timer with a chime of some kind that the	10:15-11:30	Timer Paper Pencil

	entire group can hear. End the activity at 11:20.		
Lunch		11:30-12:45	
<p>Activity #2: Participants will participate in Vocabulary Center activities.</p> <p>Center #1: Frayer Model activity</p> <p>Center #2: Foldables</p> <p>Center #3: Heads-Up Activity</p>	<p>Participants will work together per grade level. They will rotate and complete three vocabulary center activities.</p> <p>The directions for each activity, as well as the supplies that are needed, are on the table. The participants will have 30 minutes to work in their center.</p> <p>When the timer goes off, the groups will rotate to the next center.</p>	12:45-2:15	<p>Handouts</p> <p>Timer</p> <p>Chart Paper</p> <p>Markers</p> <p>Construction Paper</p> <p>Scissors</p> <p>Index Cards</p>
Break		2:15 – 2:30	
Activity #3: Collaboration	<p>Participants will work together in small groups (per grade level) and use the laptop computers to explore websites to find additional self-regulated learning literacy strategies (not in the manual) that can be implemented across the curriculum and find resources (passages, videos, etc.) to supplement the lesson. The participants will work together to develop a small group activity for vocabulary instruction. They will be given chart paper to use to write their small group activity on. At 3:30, each group</p>	2:30 – 3:45	<p>Laptop, with Internet Connection</p> <p>Timer</p> <p>Chart Paper</p> <p>Markers</p>

	will share their activity with the group.		
Wrap-Up	Debrief, Reflection, Wrap Up, Google Meet, Evaluation, & Dismissal	3:45 – 4:00	Formative Evaluation Form

Day 3 Agenda

Date:**Time:** 8:00 – 4:00**Audience:** Middle School Teachers, Grades 6 – 8 and Instructional Coaches (building assigned)**Location:****Topic:** Using Self-Regulated Learning Strategies to Differentiate Instruction**Objectives:**

- Increase collaboration between teachers and instructional coaches
- Improve overall knowledge and understanding of differentiated instruction
- Understand various ways to differentiate instruction
- Ensure the teachers' ability to teach, model, and implement strategies to differentiate instruction effectively
- Encourage monthly meetings on Google Meet

Content	Activity	Time	Materials
Sign-In & Breakfast Greetings		7:30 – 8:00	Sign-In Sheets Breakfast Items
Welcome	Welcome Housekeeping Presenter Introduction Norms Purpose for PD Training Schedule	8:00 – 8:30	Cardstock Paper (for name tents) Presentation Handout
Agenda Goals & Objectives Ice Breaker Activity Building a Marshmallow Tower The participants will work together as a team of 4.	PD Goals & Objectives Agenda for Day 3 Ice Breaker Activity: Participants will be given 10 minutes to work together to build the highest marshmallow tower without it falling. The group with the highest tower wins. When the timer goes off, the presenter will determine the winner. The winners	8:30 – 9:00	Agenda Marshmallows String Tape Spaghetti Ruler A small token for the winners (e.g., bookmark, a pack of sticky notes, etc.)

	<p>will discuss their strategy with the group. Then, the other groups will also share their strategy. After all, groups have shared, ask the participants what they found to be beneficial in developing the tower. In addition, discuss the importance of teamwork in building the tower. Have a bookmark, a pack of sticky notes, or some other small token to give to the winners.</p>		
<p>Activity #1: Think-Write-Pair-Share</p> <ul style="list-style-type: none"> ▪ What is Differentiated Instruction? ▪ What is the Significance of Differentiated Instruction? ▪ What are the Three Stages of Differentiation? 	<p>The participants will work independently for 5 minutes to think about the questions and then, write responses. Once the timer goes off, reset the timer for 5 minutes. Let the participants know they will have 5 minutes to pair up with a partner to discuss the questions and their responses. Once the timer goes off, reset it for 5 minutes. During this time, volunteer pairs will share their responses to the questions with the entire group. The activity stops when the timer goes off</p>	9:00 – 9:15	
<p>Overview of Differentiated Instruction</p>	<p>Presentation: Explanation of Significance</p>	9:15 – 9:45	

	Stages of Differentiated Instruction		
Break		9:45 – 10:00	
SRL Strategies for Differentiating Instruction	Presentation: Strategies to Differentiate Content, Process, Product, & Learning Environment R2-3E STRATEGY	10:00-10:45	
<p>Model a Lesson Using Self-Regulated Learning, Cross Curricula, Literacy Strategies</p> <p>Activity #2: The participants will use the RAFT strategy to complete a writing piece.</p> <p>Activity #3: To close the lesson, the participants will complete the 3-2-1 activity:</p> <p>3 - new facts that you have learned over the past two days 2 - strategies that you will use this school year 1 - a question that you still have about using self-regulated learning strategies to integrate literacy across the curriculum</p>	<p>Presentation: The participants have been given a variety of self-regulated literacy strategies that can be implemented in their specific discipline within a class period. Now, the presenter will model a lesson that uses before, during, and after literacy strategies that can be implemented across the curriculum, supports differentiated instruction, and will promote self-regulated learning.</p>	10:45-11:30	<i>Life is Sweet: The Story of Milton Hershey</i> 4 x 6 Index Cards
Lunch		11:30-12:45	

Activity #4: Collaboration	Direct the participants to sit together per content area. Ask the instructional coach to sit with their specific discipline. The presenter will work with the elective teachers. Inform the participants that they will work together and use the laptop computers to explore websites and use their manual to create lesson plans and activities for a week.	12:45-2:15	Laptop, with Internet Connection Timer Chart Paper Markers
Break		2:15 – 2:30	
Activity #5: Collaboration	Remind the participants to sit together per content area, and the instructional coach will sit with their specific discipline. The presenter will work with the elective teachers. Inform the participants that they will work together and use the laptop computers to explore websites and use their manual to create lesson plans and activities for a week. The plans will be uploaded on ELS for the district’s curriculum leaders and the building administrators to view. They will be given chart paper to write a one-day plan and present it to the group. At 3:00, each group will begin sharing their plan with the rest of the participants.	2:30 – 3:45	Laptop, with Internet Connection Timer Chart Paper Markers

Wrap-Up	Debrief, Reflection, Wrap Up, Google Meet, Evaluation, & Dismissal	3:45 – 4:00	Formative Evaluation Form

Formative Evaluation Form

Session 1: Using Self-Regulated Learning Strategies to Integrate Literacy Across the Curriculum

Date of Training: _____

Facilitator: Sharon Davenport

The purpose of this evaluation form is to allow you to provide feedback on the professional development training session you have attended. Your responses are important in providing me with information to improve the training.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My opinions were valued.					
The training was facilitated in a clear and organized way.					
I feel confident that I can teach, model, and implement the strategies that were presented today.					
This professional development training left me excited about trying new strategies to promote self-regulated learning in my classroom.					

What would you change about this training? (open-ended question).

Formative Evaluation Form

Session 2: Using Self-Regulated Learning Strategies to Improve Vocabulary Instruction

Date of Training: _____

Facilitator: Sharon Davenport

The purpose of this evaluation form is to allow you to provide feedback on the professional development training session you have attended. Your responses are important in providing me with information to improve the training.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My opinions were valued.					
The training was facilitated in a clear and organized way.					
I feel confident that I can teach, model, and implement the strategies that were presented today.					
This professional development training left me excited about trying new strategies to promote self-regulated learning in my classroom.					

What would you change about this training? (open-ended question).

Formative Evaluation Form

Session 3: Using Self-Regulated Learning Strategies to Differentiate Instruction

Date of Training: _____

Facilitator: Sharon Davenport

The purpose of this evaluation form is to allow you to provide feedback on the professional development training session you have attended. Your responses are important in providing me with information to improve the training.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My opinions were valued.					
The training was facilitated in a clear and organized way.					
I feel confident that I can teach, model, and implement the strategies that were presented today.					
This professional development training left me excited about trying new strategies to promote self-regulated learning in my classroom.					

What would you change about this training? (open-ended question).

Summative Evaluation Form

PD Title: Using Self-Regulated Learning Strategies to Integrate Literacy Across the Curriculum

Dates of Training: _____

Facilitator: Sharon Davenport

The purpose of this evaluation form is to allow you to provide feedback on the professional development training sessions that you attended two weeks ago. Your responses are important in providing me with information to improve the training.

	Outstanding	Excellent	Good	Fair	Poor
Quality of Presentation					
Relevance of Information Presented					
Interest of Activities					
Participation					
Conditions of Training Facility					
Overall PD Evaluation					

Please respond to the following questions:

1. Were the strategies and resources that were included in the training valuable to your teaching practices? Explain.

- 2. Can you effectively apply what you learned to your specific content area?**


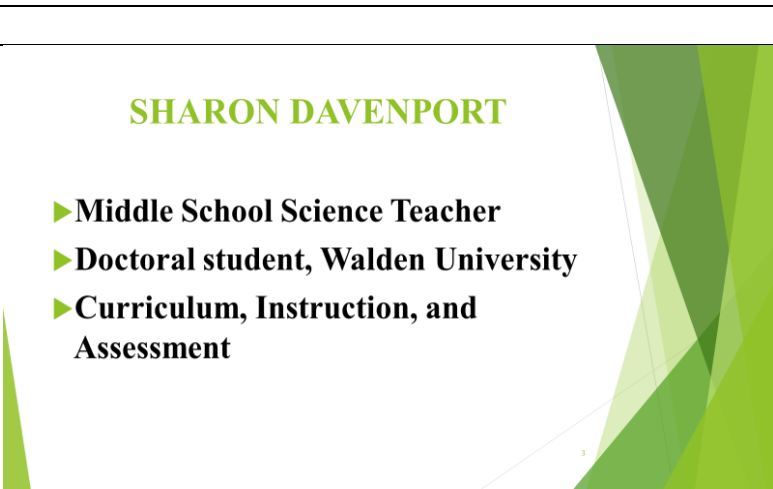
- 3. What strategies presented during the training for before, during, and after reading do you intend to implement in your classroom?**



- 4. What strategies presented during the training for vocabulary instruction do you intend to implement in your classroom?**

- 5. What strategies presented during the training for differentiated instruction do you intend to implement in your classroom?**

6. Would you recommend this training to teachers at other schools in this district?

7. What would you change about this training?

<p>USING SELF-REGULATED LEARNING STRATEGIES to INTEGRATE LITERACY ACROSS THE CURRICULUM SESSION 1</p> <p>SHARON DAVENPORT, DOCTORAL STUDENT at WALDEN UNIVERSITY</p> 	<p>Note to Trainer: Collect materials and make sure technological tools are working properly. Print copies of numbers and place the numbers on the front and top of each table to help identify the groups. Begin at 8:00 sharp.</p> <p>1</p>
<p>HOUSEKEEPING</p> <ul style="list-style-type: none"> ▶ Sign-In (make name tents) ▶ Welcome & Breakfast ▶ Necessities <ul style="list-style-type: none"> → Restroom Locations → Vending Machines → Exits 	<p>Note to the Trainer: 8:00-8:10 Welcome the participants. Explain the general housekeeping items and encourage participants to creatively create name tents. Invite participants to partake in the continental breakfast provided. Distribute copies of the PowerPoint Presentation.</p> <p>2</p>
<p>SHARON DAVENPORT</p> <ul style="list-style-type: none"> ▶ Middle School Science Teacher ▶ Doctoral student, Walden University ▶ Curriculum, Instruction, and Assessment 	<p>Note to the Trainer: 8:10-8:11 Introduce yourself.</p> <p>3</p>

<p style="text-align: center;">NORMS</p> <ul style="list-style-type: none"> ▶ Be present, attentive, and engaged. ▶ Be respectful. ▶ Be active participants. 	<p>Note to the Trainer: 8:11-8:12 Go over norms for this session.</p> <p style="text-align: center;">4</p>
<p>DO YOU...</p> <ul style="list-style-type: none"> ▶ struggle with teaching reading skills in your content? ▶ blame earlier grades for not preparing the students? ▶ give your students a reading assignment and then test/quiz them to see if they read the material? ▶ feel like some students will never “get it” when they complete assignments independently? <p>This training can help!</p>	<p>Note to the Trainer: 8:12-8:15 Why are we here? Any other concerns to discuss students’ literacy needs. Teaching literacy skills is all of our responsibilities, not just English teachers.</p> <p style="text-align: center;">5</p>
<p>“You need to be aware of what others are doing, applaud their efforts, acknowledge their successes, and encourage them in their pursuits. When we all help one another , everybody wins.” — Jim Stovall</p> <p>Our Students. Our Success. </p> 	<p>Note to the Trainer: 8:15-8:16 Have the participants read this quote with you.</p> <p style="text-align: center;">6</p>

<p style="text-align: center;">PROJECT STUDY</p> <ul style="list-style-type: none"> ➤ Purpose of the Study: To explore the specific instructional strategies used, as well as to examine the perspectives of middle school teachers about how a self-regulated learning environment influenced learning outcome. ➤ Findings: <ul style="list-style-type: none"> → All of the 12 participating teachers used the following strategies to promote self-regulated learning: (a) goal setting, (b) scaffolding, (c) cooperative learning/small group instruction, (d) questioning, and (e) graphic organizers. → There was a consensus among the participants that professional development about teaching, modeling, and implementing self-regulated learning strategies, along with the curriculum frameworks, will be beneficial to all teachers and will help them to grow professionally. ➤ Recommendations: <ul style="list-style-type: none"> → Ongoing professional development → Collaboration across and within grade level and content area 	<p>Note to the Trainer: 8:16-8:20 Read the information on the slide. This slide provides background information about my study.</p> <p style="text-align: center;">7</p>
<p style="text-align: center;">PURPOSE</p> <ul style="list-style-type: none"> ▶ Based on the data collected and analyzed from classroom observations, a review of documents, which included lesson plans, curriculum frameworks, and student work samples, face-to-face interviews, and current research: <ul style="list-style-type: none"> → To encourage collaboration → To equip all teachers with tools to implement self-regulated learning strategies, within the curriculum frameworks, effectively → To create a school-wide initiative to promote a self-regulated learning environment that influences reading achievement 	<p>Note to the Trainer: 8:20-8:25 Read the information on the slide. This information gives the purpose for this professional development.</p> <p style="text-align: center;">8</p>

<p style="text-align: center;">AGENDA for DAY 1</p> <ul style="list-style-type: none"> ▶ 8:00 – 8:30: Welcome, Sign-in, Name Tents, Norms, Background of Study, & Breakfast ▶ 8:30 – 9:00: Goals & Objectives, Ice Breaker Activity, & Introductions ▶ 9:00 – 9:45: Overview of Self – Regulated Learning <ul style="list-style-type: none"> →What is Self – Regulated Learning? →What is the Significance of Self – Regulated Learning? →What are Examples of Self – Regulated Learning Strategies? ▶ 9:45 – 10:00: Break ▶ 10:00 – 10:45: Components of COPES Theory ▶ 10:45 – 11:30: SRL Strategies Implemented by Participating Teachers ▶ 11:30 – 12:45: Lunch (On Your Own) ▶ 12:45 – 2:15: Explore Strategies on Websites ▶ 2:15 – 2:30: Break ▶ 2:30 – 3:45: Collaboration, Explore Websites, Share Additional Strategies, & Gather Resources ▶ 3:45 – 4:00: Debrief, Reflection, Wrap Up, Google Meet, & Dismissal 	<p>Note to the Trainer: 8:35-8:40 Read the information on this slide. Provide an overview of the training for Day 1.</p> <p style="text-align: right;">12</p>
<p style="text-align: center;">ICE BREAKER ACTIVITY</p> <ul style="list-style-type: none"> ▶ If you could be any shape, what shape would you be? ▶ Think about the attributes of this shape and determine how it describes you as a learner. ▶ Each participant will take turns introducing themselves: <ul style="list-style-type: none"> ▪Name and position ▪ Number of years in education ▪ Shape selected, why the shape was selected, and how it relates to you 	<p>Note to the Trainer: 8:40-9:00 Lead the icebreaker activity by explaining/modeling the expectations.</p> <p style="text-align: right;">13</p>
<p style="text-align: center;">THINK-WRITE-PAIR-SHARE</p> <ul style="list-style-type: none"> ▶ What is self-regulated learning? ▶ What is the significance of teaching self-regulated learning strategies? ▶ What self-regulated learning strategies have you implemented in your classroom? 	<p>Note to the Trainer: 9:00-9:15 Use a timer with a chime of some kind that the entire group can hear. Set the expectation with the group that when the chime sounds, they will transition to the next activity. The participants will work independently for 5 minutes to think about the questions and then, write responses. Once the timer goes off, reset the timer for 5 minutes. Let the participants know they will have 5 minutes to pair up with a partner to discuss the questions and their responses. Once the timer goes off, reset it for 5 minutes. During this time, volunteer pairs will share their responses to the questions with the entire group. The activity stops when the timer goes off.</p>

WHAT IS SELF-REGULATED LEARNING?

- ▶ **Self-regulated learning (SRL) is the “awareness and control over one’s emotions, motivations, behavior, and environment as related to learning” (Nilson, 2013, p.5).**
- ▶ **Self-regulated learning (SRL) is a process that requires students to plan, to monitor, and to assess their learning independently, which can help to improve student academic achievement. (Holtzheuser and McNamara, 2014).**

Note to the Trainer: 9:15-9:20 Compare these definitions to their responses to the question previously discussed. How do they compare?


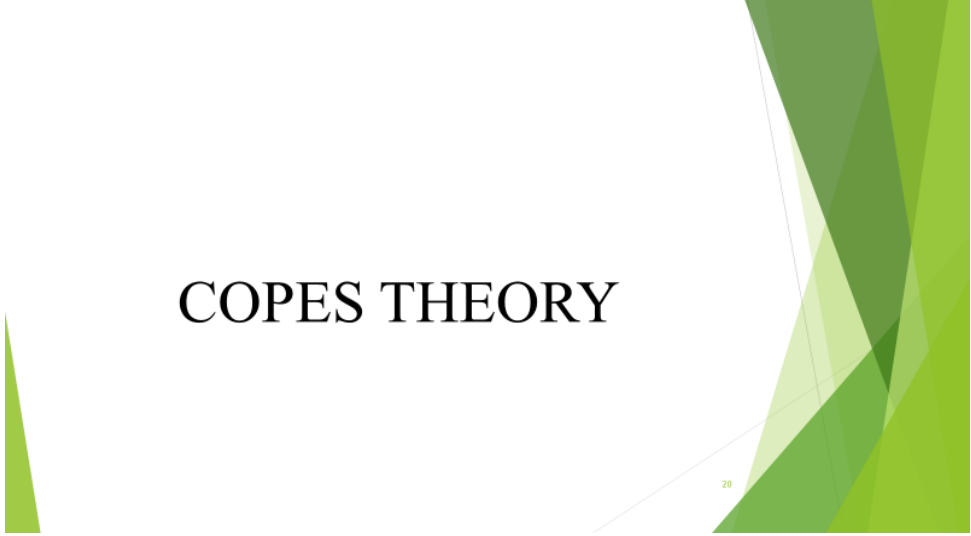
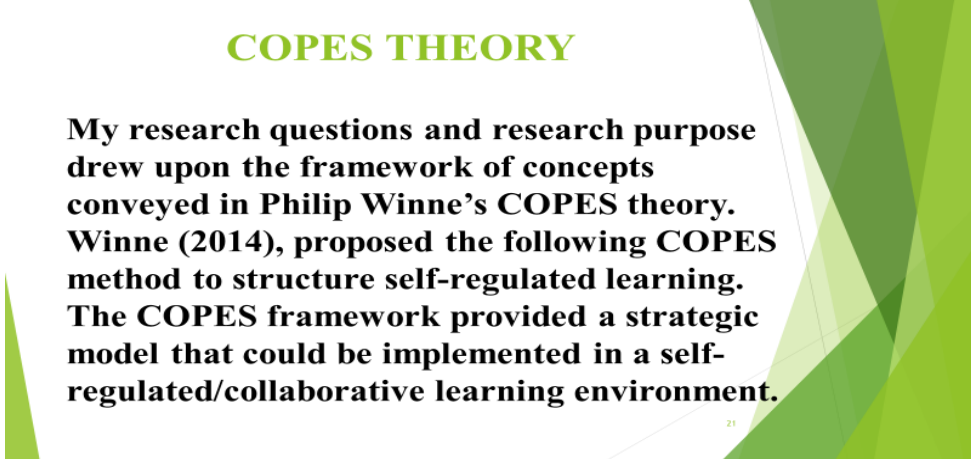
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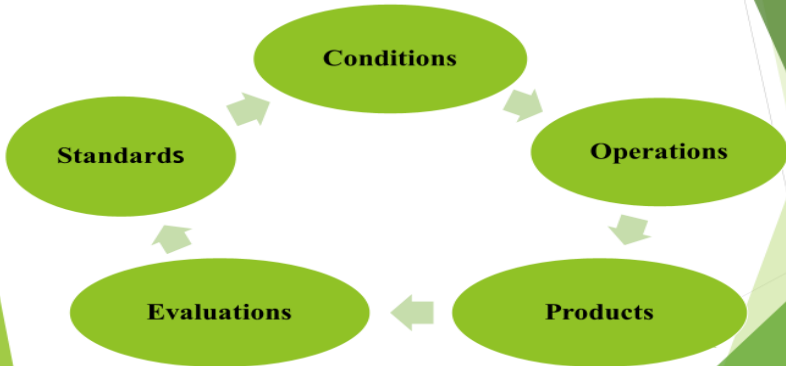
WHAT IS THE SIGNIFICANCE OF TEACHING SELF-REGULATED LEARNING STRATEGIES?

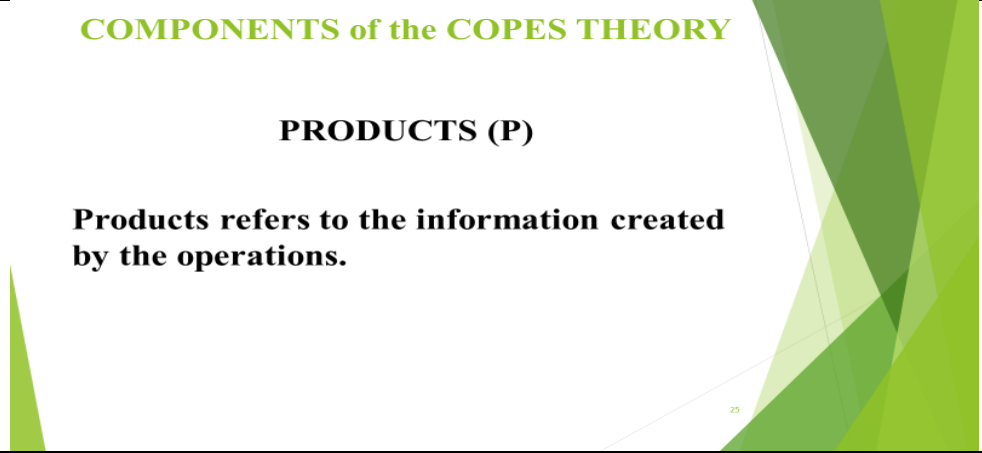
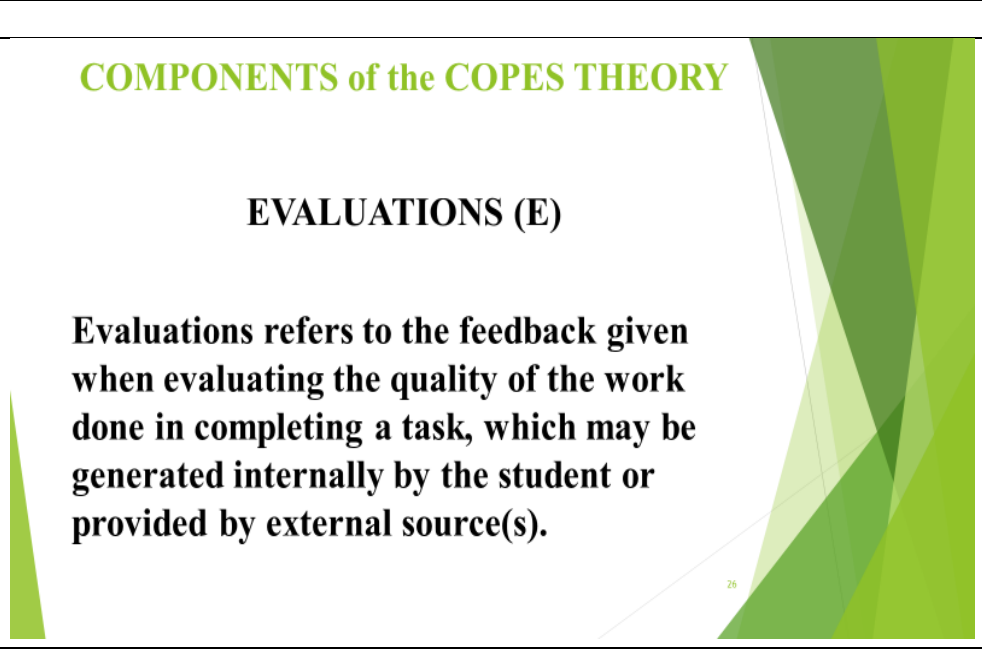
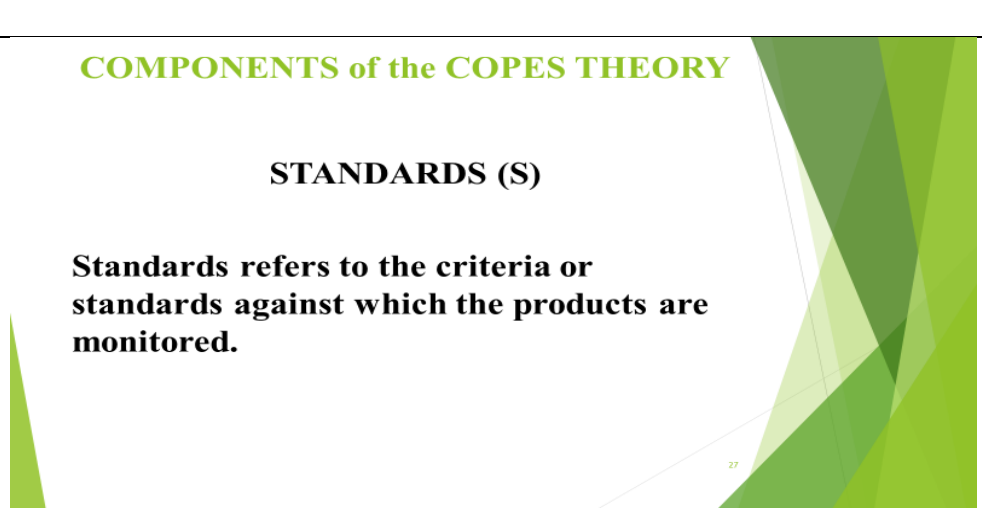
- ▶ **Despite the integration of technology and collaborative learning environments to support content learning, 25% of the 682 students at the local site were still unable to master several of the College and Career Readiness standards for language arts.**
- ▶ **These standards included the following: (a) using context clues to determine the meaning of words or phrases as they are used in the text; (b) citing specific textual evidence to support their responses to comprehension questions; (c) identifying the main idea or theme of a passage; (d) justifying the author’s purpose for writing; and (e) providing a summary of the text that does not include personal judgments or opinions (State Department of Education, 2016).**

Note to the Trainer: 9:20-9:25 Read the information on this slide. The information on this slide and the next slide shows the significance of teaching and implementing self-regulated learning strategies.

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<p>WHAT IS THE SIGNIFICANCE OF TEACHING SELF-REGULATED LEARNING STRATEGIES?</p> <ul style="list-style-type: none"> ▶ Furthermore, after having informal conversations with teachers and administrators about assessment data, it was evident based upon data from past standardized test scores (State Department of Education, 2016), as well as current data from the district's benchmark assessments in English Language Arts (Educational Leadership Solutions, 2017) that some of the students were reading and performing below proficiency ▶ Research indicated that explicit teaching and effective implementation of self-regulated learning strategies would benefit the students in this population (Korinek & deFur, 2016). 	<p>Note to the Trainer: 9:25-9:30 Read the information on this slide. The information on this slide shows the significance of teaching and implementing self-regulated learning strategies.</p> <p>17</p>
<p>WHAT SELF-REGULATED LEARNING STRATEGIES HAVE YOU IMPLEMENTED IN YOUR CLASSROOM?</p> <ul style="list-style-type: none"> ▶ As previously stated, the 12 participating teachers used the following strategies to promote self-regulated learning in their classrooms: (a) goal setting, (b) scaffolding, (c) cooperative learning/small group instruction, (d) questioning, and (e) graphic organizers. ▶ What additional strategies are you using in your classroom to promote self-regulated learning? 	<p>Note to the Trainer: 9:30-9:45 Before presenting this slide, place a sheet of chart paper and a marker at each table. Next, read the first bullet of information on the slide. Then, ask the question (5 minutes). Tell the participants that each table has been given a sheet of chart paper and a marker. They will discuss their responses to the question. Then, they will write their group number and five additional strategies on the paper. Once they have completed the task, a representative will use tape to display the paper on the wall (15 minutes). End the activity at 9:45. Show the next slide.</p> <p>18</p>

<p>LET'S TAKE A BREAK!!!</p> 	<p>Note to the Trainer: 9:45-10:00 The participants will take a break. Check to see if all groups have posted their charts.</p> <p>19</p>
<p>COPEs THEORY</p> 	<p>Note to the Trainer: 10:00-10:10 Have the participants look at the strategies that were written and determine if they have used some of the same strategies in their classroom. Then, say to the participants, "These strategies are aligned to the COPEs theory. This theory will be explained in the next slides."</p> <p>20</p>
<p>COPEs THEORY</p> <p>My research questions and research purpose drew upon the framework of concepts conveyed in Philip Winne's COPEs theory. Winne (2014), proposed the following COPEs method to structure self-regulated learning. The COPEs framework provided a strategic model that could be implemented in a self-regulated/collaborative learning environment.</p> 	<p>Note to the Trainer: 10:10-10:15 Read the information on the slide.</p> <p>21</p>

<p>COMPONENTS of the COPEs THEORY</p> 	<p>Note to the Trainer: 10:15-10:16 The acronym COPEs stands for Conditions, Operations, Products, Evaluations, and Standards. The following slides will explain the components of the COPEs theory individually.</p>
<p>COMPONENTS of the COPEs THEORY</p> <ul style="list-style-type: none"> ▶ Conditions (C) are the available resources and any limitations that the learner might encounter when completing a task. ▶ It consists of the following two types: <ul style="list-style-type: none"> (a) Task conditions are external to the learner, which may include resources, verbal cues given by the teacher to complete tasks, and collaborative work in small group. (b) Cognitive conditions are internal to the learner and include self-efficacy, motivation, goal setting, understanding of the task, and knowledge of tactics or strategies to complete the assigned task. 	<p>Note to the Trainer: 10:16-10:20 Read the information on the slide.</p>
<p>COMPONENTS of the COPEs THEORY</p> <p>OPERATIONS (O)</p> <p>Operations are the cognitive processes, tactics, and strategies that the learner utilizes to work on a task, which includes using information, people, or objects.</p>	<p>Note to the Trainer: 10:20-10:22 Read the information on the slide.</p>

<p>COMPONENTS of the COPEs THEORY</p> <p>PRODUCTS (P)</p> <p>Products refers to the information created by the operations.</p> 	<p>Note to the Trainer: 10:22-10:23 Read the information on the slide.</p> <p>25</p>
<p>COMPONENTS of the COPEs THEORY</p> <p>EVALUATIONS (E)</p> <p>Evaluations refers to the feedback given when evaluating the quality of the work done in completing a task, which may be generated internally by the student or provided by external source(s).</p> 	<p>Note to the Trainer: 10:23-10:24 Read the information on the slide.</p> <p>26</p>
<p>COMPONENTS of the COPEs THEORY</p> <p>STANDARDS (S)</p> <p>Standards refers to the criteria or standards against which the products are monitored.</p> 	<p>Note to the Trainer: 10:24-10:25 Read the information on the slide.</p> <p>27</p>

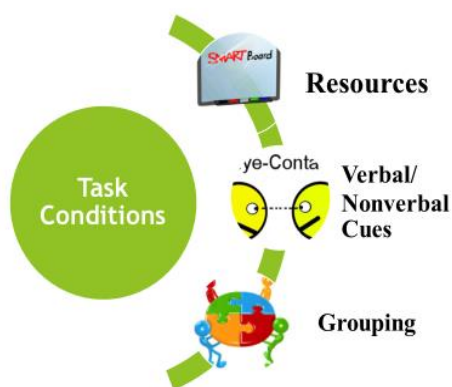
SRL STRATEGIES IMPLEMENTED by TEACHERS

While conducting the study, several self-regulated learning strategies were implemented by the participating teachers and were explored via observations, artifacts, which included lesson plans, and face-to-face interviews. The next slides will show the strategies that were used and how they aligned to components of the COPES theory.

Note to the Trainer: 10:25-10:27 Read the information on the slide

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OBSERVATIONS: TASK CONDITIONS



Note to the Trainer: 10:27-10:30 The next slide will show strategies used by the participants to promote self-regulated learning strategies, which are aligned to the Task Conditions component of Winne's COPES theory. Remind the participants that the teaching strategies for Task Conditions may include resources, verbal cues given by the teacher to complete tasks, and collaborative work in a small group.

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OBSERVATIONS: TASK CONDITIONS

- ▶ Using textbooks, handouts, PowerPoint presentations, and a SMART board
- ▶ Using nonverbal and verbal cues together (e.g., using a calm, neutral, and assertive voice when speaking to the students and having the students to practice the same behavior, making eye contact, being mobile, and moving near students who were off task or disruptive in the classroom)
- ▶ Having the students to work and collaborate in small groups of four to six students to complete assignments

Note to the Trainer: 10:30-10:32 Read the information on the slide.

30

<p>OBSERVATIONS: COGNITIVE CONDITIONS</p> <p>31</p>	<p>Note to the Trainer: 10:32-10:35 The next slides will show strategies used by the participants to promote self-regulated learning strategies, which are aligned to the Cognitive Conditions component of Winne's COPES theory. Remind the participants that the teaching strategies for Cognitive Conditions include self-efficacy, motivation, goal setting, understanding of the task, and knowledge of tactics or strategies to complete the assigned task. The next two slides will explore the Choice Board and strategies used to check for understanding.</p> <p>31</p>
<p>OBSERVATIONS: COGNITIVE CONDITIONS</p> <p>During the classroom observation process, I observed the participants giving the students choices to complete assignments independently. For example, after reading and discussing a literary passage, the students read the "Choice Board" to decide the assignment that they wanted to complete. The assignments included (a) rewriting the ending of the story, (b) interviewing one of the characters from the story and retelling the events of the story from the character's point of view, (c) using construction paper to create a timeline or flipbook that sequences five events from the story, or (d) write your own story based upon similar events that we read in the story.</p> <p>32</p>	<p>Note to the Trainer: 10:35-10:37 Read the information on the slide. This slide explains the strategy "Choice Board."</p> <p>32</p>
<p>OBSERVATIONS: COGNITIVE CONDITIONS</p> <p>The participants used the following strategies to check for the students' understanding of the assigned task:</p> <ul style="list-style-type: none"> ▶ Used laminated, colored, squared cards. The green card meant, "I'm working fine." The yellow card meant, "I need help, but I can keep working." The red card meant, "I need help, and I can't keep working." ▶ Used laminated squares of red and green construction paper and glued them back to back to large popsicle sticks. The students flashed the green paper for "Yes" they get the concept taught and are ready to move on. The students flashed the red paper for "No" they didn't understand the concept that was taught and need a little more explanation ▶ Have their students to flash white boards to show their response to the questions or to show their work in math. <p>33</p>	<p>Note to the Trainer: 10:37-10:39 Read the information on the slide. This slide and the next slide will explain the strategies that the participants used to check for understanding.</p> <p>33</p>

<p>OBSERVATIONS: COGNITIVE CONDITIONS</p> <ul style="list-style-type: none"> ▶ Used a thumbs up/thumbs down/thumbs to the side method. When prompted, the students gave a thumb up sign if they understood the concept that was taught and could work on their own. They gave a thumb to the side sign if they misunderstood the concept that was taught, and they needed a little help. They gave a thumb down sign when they did not understand the concept that was taught and needed reteaching ▶ Have students complete an “Exit Ticket” form at the end of class. The students wrote their name and date on the form. In addition, they wrote any questions that they still had about the lesson. Last, they rated their understanding of the lesson that was taught. In addition, a teacher’s note section was on the form for the teacher to make comments and to check if the individual student met the learning goal, was progressing toward the learning goal, or if he or she had not met the learning goal. 	<p>Note to the Trainer: 10:39-10:41 Read the information on the slide. This slide and the next slide will explain the strategies that the participants used to check for understanding.</p> <p style="text-align: right;">34</p>
<p>OBSERVATIONS: OPERATIONS</p> <ul style="list-style-type: none"> ▶ Have the students to highlight, take notes in their class binders, or color-code important information ▶ Used an inspirational “Class Motto” to start class ▶ Added visuals such as labels, lists of steps, or reminders ▶ Taught the students acronym mnemonics, acrostic letter sentence mnemonics, and keyword mnemonics memorization strategies when they taught challenging new vocabulary words or to help the students to remember short lists of items or steps <p>EXAMPLES:</p> <p>acronym mnemonic PEMDAS and the acrostic letter sentence, “Please Excuse My Dear Aunt Sally” are used in math to remember the order of operations</p> <p>acrostic letter sentence mnemonics, “Quickly Run Home Eating Chewy Raisins” to help the students to remember the following steps of the scientific method: (a) Question, (b) Research, (c) Hypothesis, (d) Experiment, (e) Conclusion, and (f) Report.</p>	<p>Note to the Trainer: 10:41-10:45 Read the information on the slide. This slide shows strategies used by the participants to promote self-regulated learning strategies, which are aligned to the Operations component of Winne’s COPEs theory. Remind the participants that the teaching strategies for Operations include cognitive processes, tactics, and strategies that the learner uses to work on a task, which includes using information, people, or objects.</p> <p style="text-align: right;">35</p>
<p>OBSERVATIONS: PRODUCTS</p> <p>I observed that the participants allowed their students the opportunity to earn back partial credit for each incorrect test answers. The participants directed the students to resubmit the questions they got wrong with a written explanation of the correct answer. Then, the students had to explain why the answer they chose was not the best.</p>	<p>Note to the Trainer: 10:45-10:48 Read the information on the slide. This slide shows strategies used by the participants to promote self-regulated learning strategies, which are aligned to the Products component of Winne’s COPEs theory. Remind the participants that the teaching strategies for Products refer to the information created by the operations.</p> <p style="text-align: right;">36</p>

<p>OBSERVATIONS: EVALUATIONS</p> <ul style="list-style-type: none"> ▶ Provided positive feedback to their students either verbally, nonverbally, or in written form ▶ Posted student work samples on a wall designated for student work in the hallway and/or the classroom ▶ Posted a Data Wall in their individual classrooms, which consisted of graphs that represented the students' mastery/non-mastery of tested objectives 	<p>Note to the Trainer: 10:48-10:50 Read the information on the slide. This slide shows strategies used by the participants to promote self-regulated learning strategies, which are aligned to the Evaluations component of Winne's COPES theory. Remind the participants that the teaching strategies for Evaluations include feedback given when evaluating the quality of the work done in completing a task, which may be generated internally by the student or provided by an external source(s).</p> <p style="text-align: right;">37</p>
<p>OBSERVATIONS: STANDARDS</p> <ul style="list-style-type: none"> ▶ Wrote the curriculum standard, which was the foundation of the lesson, on the board ▶ Directed students to write the standard in their student planners ▶ One participant included the curriculum standard on a slide in a PowerPoint presentation. She put all the verbs in bold print. Then, she had the students to read the standard with her. Next, she analyzed the text and explained that the boldfaced verbs represented the skills that the students must learn to master the standard. Last, she directed the students to write the standard in their notes and to share the information with their parents at home. 	<p>Note to the Trainer: 10:50-10:53 Read the information on the slide. This slide shows strategies used by the participants to promote self-regulated learning strategies, which are aligned to the Standards component of Winne's COPES theory. Remind the participants that the teaching strategies for Standards include the criteria or standards against which the products are monitored.</p> <p style="text-align: right;">38</p>

<p>OTHER SRL STRATEGIES OBSERVED</p> <ul style="list-style-type: none"> ▶ After students finished reading informational text, the participants encouraged them to look back in the text to check their understanding of the information that was presented or to write an objective summary. ▶ Participants showed the students how to use pictures as clues to text meaning. 	<p>Note to the Trainer: 10:53-10:55 Read the information on the slide. These are additional strategies that the participants were observed using in their classrooms. These strategies are not aligned to the COPES theory, but they are self-regulated learning strategies.</p> <p style="text-align: right;">39</p>
<p>ARTIFACTS (LESSON PLANS): CONDITIONS</p> <ul style="list-style-type: none"> ▶ Included the time allotted for each activity, which included Bellringer, Anticipatory Setting, Input, Guided Practice, Independent Practice, and Closing, and they highlighted the information in bold print ▶ Described the instructional strategies that the participants used to promote self-regulated learning strategies (e.g., setting goals, planning, organizing, selecting strategies, decision-making, self-monitoring, evaluating, reflecting, etc.). ▶ Had the students to take notes, read directly from the textbook or a reading passage, and participate in class discussions ▶ Started their lessons with a question and had the students to participate in a Think-Pair-Share activity 	<p>Note to the Trainer: 10:55-11:00 Read the information on the slide. The data collected from the artifacts provided additional information about how participants used instructional strategies to enhance self-regulated learning. A Checklist for Document Review was structured for the researcher to analyze the lesson plans, curriculum guides, and/or student work samples and interpret the participants' intended implementation of self-regulated learning strategies in their classrooms. This slide and the next two slides show strategies that were documented by the participants in their lesson plans to promote self-regulated learning strategies, which are aligned to the Conditions component of Winne's COPES theory.</p> <p style="text-align: right;">40</p>
<p>ARTIFACTS (LESSON PLANS): CONDITIONS</p> <ul style="list-style-type: none"> ▶ Read a part in a play then role play with the students how to act and what to say in certain situations. ▶ Engaged the students in a classroom debate to articulate arguments for writing a persuasive essay ▶ Used discussion starter cards and interactive anchor charts when introducing a new concept ▶ Read novels and/or passages. Assigned the students sections of the text and had them to have small group discussions about all the feelings that the different characters exhibited. Have the class to come together whole group and share their information 	<p>Note to the Trainer: 11:00-11:03 Read the information on the slide.</p> <p style="text-align: right;">41</p>

<p>ARTIFACTS (LESSON PLANS): CONDITIONS</p> <ul style="list-style-type: none"> ▶ Used textbooks, handouts, PowerPoint presentations, and a SMART board ▶ Used YouTube videos during the Anticipatory Setting, as well as the Guided Practice activities, which included motivational videos for student success, classroom videos about students conducting a scientific experiment, tutorial videos to introduce new concepts, and music videos when the students moved around the room. 	<p>Note to the Trainer: 11:03-11:05 Read the information on the slide.</p> <p style="text-align: right;">42</p>
<p>ARTIFACTS (LESSON PLANS & STUDENT WORK SAMPLES): OPERATIONS</p> <ul style="list-style-type: none"> ▶ Bold printed what the learning outcome will be and used the letters TSWBAT, which stands for the students will be able to, in front of the objective. ▶ Included the phrases “<i>I do</i>,” “<i>We do</i>,” and “<i>You do</i>” to communicate what the teacher will (TTW) do during direct instruction (“<i>I do</i>”); what both the teacher and student will (TT and SW) do together (“<i>We do</i>”) and what the students will (TSW) do independently (“<i>You do</i>”). ▶ Showed the time limit for each activity ▶ Wrote positive comments on the students’ work samples, such as “<i>Awesome job</i>,” “<i>Outstanding work</i>,” etc. ▶ Had students give reviews on their peers’ writing. The students marked places where they lost interest, and according to the lesson plan, they explained why orally to the writer during small group discussions 	<p>Note to the Trainer: 11:05-11:10 This slide shows the strategies that were documented by the participants in their lesson plans or student work samples to promote self-regulated learning, which is aligned to the Operations component of Winne’s COPES theory.</p> <p style="text-align: right;">43</p>
<p>ARTIFACTS (LESSON PLANS): EVALUATIONS</p> <ul style="list-style-type: none"> ▶ Used the 3-2-1 strategy to monitor student progress and understanding of the concepts/skills that were taught. The students responded at the end of the lesson by writing 3 things they learned from the lesson; 2 things they want to know more about the concept/skill that was taught; and 1 question they had about the lesson that was taught ▶ Documented student progress by giving a short quiz at the end of class to check for comprehension of the concepts that were taught ▶ Used the Think-Pair-Share strategy to monitor student progress. The participants asked a question about the concepts that were taught. The students took a minute to think about the question. Next, they paired up with a partner to compare thoughts before the pair shared their thoughts with the whole class ▶ Had the students to summarize or paraphrase important concepts and skills that were taught. ▶ During the last five minutes of class, had the students to reflect on the lesson by writing down what they had learned and considering how they would apply the concept or skill that was taught in another content area 	<p>Note to the Trainer: 11:10-11:15 Read the information on the slide. This slide shows the strategies that were documented by the participants in their lesson plans to promote self-regulated learning, which is aligned to the Evaluations component of Winne’s COPES theory.</p> <p style="text-align: right;">44</p>

<p>INTERVIEWS: TASK CONDITIONS</p> <ul style="list-style-type: none"> ▶ Active Responding Activities: (a) used student-generated questions before or during reading to focus the learner’s attention and (b) engaged the students in classroom debate to articulate arguments for writing a persuasive essay, (c) constructed graphs and tables of real-world issues; (d) had the students do a demonstration; and (e) used discussion starter cards and interactive anchor charts. ▶ Used textbooks, handouts, PowerPoint presentations, and a SMART board ▶ Used YouTube videos, which included the following: motivational videos for student success, classroom videos about students conducting a scientific experiment, tutorial videos to introduce new concepts, and music videos when the students moved around the room 	<p>Note to the Trainer: 11:15-11:18 Read the information on the slide. The data collected from the interviews provided additional information about how participants used instructional strategies to promote self-regulated learning in their classrooms. This slide describes the self-regulated learning strategies that the participants used in their classrooms, which are aligned to the Task Conditions component of Winne’s COPES theory.</p> <p style="text-align: right;">45</p>
<p>INTERVIEWS: COGNITIVE CONDITIONS</p> <ul style="list-style-type: none"> ▶ peer- to- peer tutoring ▶ asking questions to check for understanding ▶ using verbal/non-verbal cues ▶ giving positive feedback 	<p>Note to the Trainer: 11:18-11:20 Read the information on the slide. The data collected from the interviews provided additional information about how participants used instructional strategies to promote self-regulated learning in their classrooms. This slide describes the self-regulated learning strategies that the participants used in their classrooms, which are aligned to the Cognitive Conditions component of Winne’s COPES theory.</p> <p style="text-align: right;">46</p>
<p>INTERVIEWS: OPERATIONS</p> <ul style="list-style-type: none"> ▶ Had their students to write their curriculum standard, objective, and homework assignments in their student planner daily ▶ Used School Status and Class Dojo to communicate with parents about weekly classwork and homework assignments and to report if a student did not complete the assignments ▶ Used positive feedback, which included verbal praise, in their classrooms to motivate and encourage the students ▶ Encouraged the students to give positive feedback to their peers 	<p>Note to the Trainer: 11:20-11:22 Read the information on the slide. This slide describes the self-regulated learning strategies that the participants used in their classrooms, which are aligned to the Operations component of Winne’s COPES theory.</p> <p style="text-align: right;">47</p>

INTERVIEWS: EVALUATIONS

- ▶ Created a data wall to show the students' progress in mastery/non-mastery of tested objectives; (b) using a checklist to observe and monitor students during cooperative grouping activities; (c) keeping all graded assignments and assessments in student folders; and (d) posting student work in the hallway/classroom
- ▶ Used the 3-2-1 strategy to monitor student progress and understanding of the concepts/skills that were taught. The students responded at the end of the lesson by writing 3 things they learned from the lesson; 2 things they want to know more about the concept/skill that was taught; and 1 question they had about the lesson that was taught
- ▶ Documented student progress by giving a short quiz at the end of class to check for comprehension of the concepts that were taught

Note to the Trainer: 11:22-11:23 Read the information on the slide. This slide and the next slide describe the self-regulated learning strategies that the participants used in their classrooms, which are aligned to the Evaluations component of Winne's COPES theory.

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INTERVIEWS: EVALUATIONS

- ▶ Used the Think-Pair-Share strategy to monitor student progress. The participants asked a question about the concepts that were taught. The students took a minute to think about the question. Next, they paired up with a partner to compare thoughts before the pair shared their thoughts with the whole class
- ▶ Had the students to summarize or paraphrase important concepts and skills that were taught.
- ▶ During the last five minutes of class, had the students to reflect on the lesson by writing down what they had learned and considering how they would apply the concept or skill that was taught in another content area

Note to the Trainer: 11:23-11:25 Read the information on the slide.

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BARRIERS to IMPLEMENTING SRL STRATEGIES EFFECTIVELY

Although the participants implemented a variety of self-regulated learning strategies in their classrooms, they also mentioned that the lack of time to teach the curriculum standards, along with self-regulated learning skills was a barrier to implementing the strategies effectively. When I asked the participants about resources that the district leaders can provide that will help them to implement self-regulated learning strategies more effectively in their classroom, all participants expressed that professional development training to teach, to model, and to implement self-regulated learning strategies along with the curriculum frameworks effectively is beneficial to them. In this training, you will be given research-based, best-practiced self-regulated learning strategies that can be implemented across the curriculum, along with the curriculum frameworks within a 50-minute class period.

Note to the Trainer: 11:25-11:29 Read the information on the slide. This concludes part one of the presentation. Dismiss the participants for lunch (on your own) at 11:30

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Note to the Trainer: Lunch will be from 11:30 – 12:45.

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Objective- To effectively use before, during, and after reading strategies within the classroom to accelerate and improve student learning, as well as promote self-regulated learning.

Before Reading Strategies
Vocabulary Development Strategies

During Reading Strategies

After Reading Strategies

Note to the Trainer: 12:45-12:50 Read the information on the slide. These strategies are referred to as B, D, A s. Before reading strategies can be used before the students read the text to activate prior knowledge and to develop vocabulary skills. During reading strategies aid in comprehension of the text. After reading strategies can include summarization, as well as many other creative ways for students to show and share what knowledge they gained and questions they still have about the text. These strategies will be explored further in the following slides.

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BEFORE READING STRATEGIES

The most powerful time to support reading is BEFORE students begin to read.

Before reading strategies, not only activate prior knowledge but they also give the students a purpose for reading.

Note to the Trainer: 12:50-12:55 Read the information on the slide.

	53
<p style="text-align: center;">BEFORE READING</p> <p>Before reading strategies can help students to:</p> <ul style="list-style-type: none"> ▶ Link new information to prior knowledge ▶ Make predictions about what might be learned ▶ Generate questions about the topic ▶ Relate new vocabulary to known concepts ▶ Provide information about the organization of the content 	<p>Note to the Trainer: 12:55-1:03 Read the information on the slide.</p>
<p style="text-align: center;">BEFORE READING STRATEGIES</p> <p>Anticipation Guide Chapter Walk ABC's of _____ KWL/ KWHL Below the Line</p>	<p>Note to the Trainer: 1:03-1:05 Read the information on the slide. Inform the participants that the strategies, directions for use, and sample text are included in their handouts. Introduce the strategies in the presentation and have the participants locate the strategies in their copy of the handouts to view the directions and resources that are included.</p>
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ANTICIPATION GUIDE

1. Checklist written by the teacher to activate existing knowledge
2. Read each statement and place a check under agree or disagree in the “before” column.
3. Have a whole group discussion on agreements and disagreements.
4. Read the text (teacher read or independently).
5. Reread each statement and place a check under the agree or disagree in the “after” column.
6. Make a note in the box as to where the evidence can be located to support this statement.
7. Have a whole group or small group discussion to collaborate on the text-based evidence.

Note to the Trainer: 1:05-1:09
Read the information on the slide. An example Anticipation Guide and directions for use are included in the handouts. Show the form (next slide) to the participants.

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Anticipation Guide Plus

Name: _____
 Title of text: _____
Directions: First, read each statement. Then check the “I agree” or “I disagree” box for each statement in the **Before Reading** section. Next, read the text. After that, re-read each statement and check the “I agree” or “I disagree” box in the **After Reading** section AND write the page or paragraph number to show your text evidence.

Statement	Before Reading		After Reading		
	I agree	I disagree	I agree	I disagree	I found evidence

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CHAPTER WALK

- ▶ **Text Features vary from textbook to textbook**
- ▶ **Take time periodically to point out how to use the text - do not assume that students will read the text the same way you read it.**
- ▶ **Let’s practice the Chapter Walk.**

Note to the Trainer: 1:09-1:10
Read the information on the slide.

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Nonfiction Text Features Chart			Nonfiction Text Features Chart		
Text Feature	Purpose	Example	Text Feature	Purpose	Example
Title	Identifies the topic of the text/tells what the text will be about		Photograph	Shows what something looks like (taken with a camera)	
Title Page	Tells a book's title, author, illustrator, and publisher		Illustration	Shows what something looks like (drawn by an artist)	
Table of Contents	Tells the names of chapters and what page the chapters can be found		Caption	Explains what a photograph or illustration is about	
Index	Tells what pages the reader can find certain topics		Labels	Tells the names of certain parts of a photograph or illustration	
Glossary	Tells the definitions of some of the words found in a text		Graph	Organizes and helps compare information in a visual way	
Heading	Divides the text into sections and explains what the sections will be about		Table	Organizes facts and numbers in a visual way so it is easier to read	

Note to the Trainer: 1:10-1:20 Inform the participants that they will use the science textbook placed on their table as well as the Nonfiction Features Chart to identify various text features. Each table will be responsible for finding one text feature in the textbook, raising their hand, and waiting to be called on to respond. Inform the group that the title, title page, table of contents, index, and glossary features are eliminated. Once the feature is found, it cannot be repeated. When a group is called on, they will state the feature found and the page number. The rest of the participants will turn to the page to verify the information. Write the group number on a sticky note and place the note on the screen. End the activity at 1:20. Use a timer with a chime of some kind that the entire group can hear, if needed

59

ABC'S of _____

- ▶ **Brainstorming on a certain topic**
- ▶ **Can be used independently, whole group, or small groups**
- ▶ **The class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.**
- ▶ **Can be broken apart to adapt for students with less prior knowledge (ex. Some students complete A-G, others H-P and so on)**
- ▶ **Provides information springboard for discussion where everyone can participate**

Note to the Trainer: 1:20-1:25 Inform the participants that the directions for the strategy, as well as a blank form, are in the handouts. Show the form (next slide) to the participants.

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Name: _____ Date: _____ Class Period: _____

ABC BRAINSTORMING

Topic: _____

A	G	M	S
B	H	N	T
C	I	O	U
D	J	P	V
E	K	Q	W
F	L	R	XYZ

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KWL/KWHL

- ▶ **Students usually are familiar with this strategy**
- ▶ **Spice it up with variety**
- ▶ **Use post-its, note cards, timers etc.**
- ▶ **K- What you KNOW about the topic**
- ▶ **W-What you WANT to know**
- ▶ **H- HOW do you find out**
- ▶ **L-What you have LEARNED**

Note to the Trainer: 1:25-1:27 Inform the participants that the directions for the strategy, as well as a blank form, are in the handouts. Show the form (next slide) to the participants.

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KWHL Chart - 21st Century Style

K	W	H	L
What do I know?	What do I want to know?	How do I find out?	What have I learned?

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BELOW THE LINE

- ▶ **Individual brainstorm and then group discussion**
- ▶ **Students have a piece of paper and draw a line in the center to divide the page.**
- ▶ **The teacher poses a question.**
- ▶ **Students brainstorm and list answers above the line.**
- ▶ **Whole group - students share responses**
- ▶ **Place a check mark next to same or similar responses.**
- ▶ **Write different responses below the line.**
- ▶ **Discussions can occur about which responses occurred most often and why.**
- ▶ **Discussions can occur about the “different” responses.**

Note to the Trainer: 1:27-1:30
Inform the participants that the directions for the strategy are in the handouts. No example is needed because it begins with a blank page.

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DURING READING STRATEGIES

- **While they are interacting with the text, all students need to have opportunities to think critically, to organize, and to question.**
- **During Reading strategies help students make connections (text to self, text to text, and text to world), generate questions monitor their understanding, and stay focused**
- **Comprehension will increase when students are given instruction that encourages them to continually summarize, visualize, connect, predict, question, organize, infer, and monitor.**

Note to the Trainer: 1:30-1:32
Read the information on the slide.

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DURING READING

During reading, students may do the following:

- ▶ **Self-monitor comprehension to adjust pacing or ask themselves questions about the text**
- ▶ **Maintain mental activity through visualizing, predicting, summarizing, etc.**
- ▶ **Confirm/ adjust predictions to categorize new information**
- ▶ **Make connections between and among important ideas in the text.**
- ▶ **Organize and integrate new information on graphic organizes**
- ▶ **Check understanding by paraphrasing or restating important and/or difficult sentences and paragraphs.**

Note to the Trainer: 1:32-1:34
Read the information on the slide.

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<p>DURING READING STRATEGIES</p> <ul style="list-style-type: none"> ▶ Question, Answer, Relationship (QAR) ▶ Graphic Organizers <ul style="list-style-type: none"> ▶ T-Chart ▶ Venn Diagram ▶ 3-Column Charts ▶ 3-Flap Foldables 	<p>Note to the Trainer: 1:34-1:35 Read the information on the slide. Remind the participants that the strategies, directions for use, and sample text are included in the handouts. Introduce the strategies in the presentation and have the participants locate the strategies in their copy of the handouts to view the directions and resources that are included.</p> <p style="text-align: right;">67</p>
<p>QUESTION, ANSWER, RELATIONSHIP (QAR)</p> <ul style="list-style-type: none"> ▶ The purposes of the QAR strategy are to (1) generate questions and (2) recognize different types of questions and how to locate the answers. In QAR, there are four questions, which can be answered from different sources. ▶ The questions can be divided into two groups: (1) In the Book and (2) “In My Head.” ▶ In the Book QARs: (1) Right There: The answer is easy to find in the text and (2) Think and Search: The answer is in the story, but you need to search different parts of the text to find it. ▶ In My Head QARs: (1) Author and You: The answer is not in the story. Use background knowledge and the author’s clues and (2) On My Own: The answer is not in the story. You can answer the question without reading the story and using your own experiences. 	<p>Note to the Trainer: 1:35-1:40 Read the information on the slide.</p> <p style="text-align: right;">68</p>
<p>Itsy Bitsy Spider The itsy, bitsy spider went up the waterspout. Down came the rain and washed the spider out. Out came the sun and dried up all the rain, And the itsy, bitsy spider went up the spout again.</p> <p>QUESTIONS:</p> <ol style="list-style-type: none"> 1. Who climbed up the waterspout? (Right There) 2. What happened after the rain washed the spider out? (Think and Search) 3. Why do you think the spider decided to climb back up the waterspout? (Author and You) 4. Have you ever tried and failed at something once, and yet still had the courage to try again? (On Your Own)⁷⁰ 	<p>Note to the Trainer: 1:40-1:50 Read the information on the slide. Have a volunteer read the poem. We will use the example of the poem “Itsy, Bitsy Spider” to practice the QAR strategy. The directions and poem are in the “During Reading Strategies” section of the handouts.</p> <p style="text-align: right;">69</p>

<h2 style="text-align: center;">GRAPHIC ORGANIZERS</h2> <ul style="list-style-type: none"> ▶ Graphic organizers are flexible tools that can be used in a variety of settings and purposes, including content classes (English, science, math class), wide range of grade bands (elementary-high school), and different writing purposes (researching, organizing information, paragraph composition, etc.) [Gillespie & Graham, 2014]. ▶ Graphic organizers can be included in literature circles, small groups and centers, and they are helpful before, during, and after reading to organize information. ▶ Examples of graphic organizers include the following: <ol style="list-style-type: none"> 1. T-chart: (can be used to identify true or false statements) 2. Venn diagram (can be used to show comparisons and contrasts) 3. Three-column chart (can be used to categorize and list items or take notes) 4. 3-flap foldables (can be used to make connections – text to self, text to text, and text to world) 	<p>Note to the Trainer: 1:50-1:55 Read the information on the slide. Have the participants find the strategies in the handouts in the “During Reading Strategies” section of the handouts. Inform the participants that some graphic organizers can be used for multiple purposes. For example, the T-chart can also be used to show the cause-effect relationship. The handouts have several graphic organizers, as well as suggestions for using them effectively.</p> <p style="text-align: right;">70</p>
<h2 style="text-align: center;">AFTER READING STRATEGIES</h2> <p style="text-align: center;">After Reading strategies give students an opportunity to question, summarize, discuss, reflect, and respond to text.</p>	<p>Note to the Trainer: 1:55-1:56 Read the information on the slide.</p> <p style="text-align: right;">71</p>
<h2 style="text-align: center;">AFTER READING</h2> <p>After reading, students may do the following:</p> <ul style="list-style-type: none"> ▶ Reflect on the content of the lesson ▶ Answer/generate essential questions through discussions and/or writing ▶ Make Inferences ▶ Identify the main idea and supporting details ▶ Make connections text to text, text to self, or text to world). ▶ Draw conclusions ▶ Check understanding by analyzing, paraphrasing, and summarizing important information in the text 	<p>Note to the Trainer: 1:56-1:59 Read the information on the slide</p> <p style="text-align: right;">72</p>

<h2 style="color: #76b82a;">AFTER READING STRATEGIES</h2> <ul style="list-style-type: none"> ▶ Get the GIST ▶ One Pager ▶ 3-2-1 	<p>Note to the Trainer: 1:59-2:00 Read the information on the slide. Remind the participants that the strategies, directions for use, and sample text are included in the manual. Introduce the strategies in the presentation and have the participants locate the strategies in their copy of the handouts to view the directions and resources that are included. These strategies will be modeled at the end of the lessons.</p>
<h2 style="color: #76b82a;">GET THE GIST</h2> <ul style="list-style-type: none"> ▶ GIST is an acronym for Generating Interactions between Schemata and Text. ▶ The purposes for this strategy are the following: (1) reflect on the content of the lesson; (2) summarize the text; and (3) differentiate between non-essential and essential information. ▶ The task is to write a summary of the text in 20 words or less. Respond to the 5Ws and 1H (Who? What? When? Where? Why? & How?) that you found out from your reading. ▶ When modeling this strategy, the teacher should write a true summary using one or two sentences, not just 20 words or phrases. ▶ Students may complete this activity independently, in pairs, or in small groups. 	<p>Note to the Trainer: 2:00-2:05 Read the information on the slide.</p>
<h2 style="color: #76b82a;">ONE PAGER STRATEGY</h2> <ul style="list-style-type: none"> ▶ The purpose of this strategy is to (1) reflect on the content of the lesson; (2) discuss vocabulary; (3) respond to text through writing; and (4) summarize the information. ▶ The teacher will direct the students to follow the directions below: <ul style="list-style-type: none"> Step 1: Draw an image that represents something in the text (from your head). Step 2: Choose five key words from the text and place them anywhere around the picture. Step 3: Choose two statements from the text. Write these at the bottom of your work. Step 4: Look at the image, key words, and statements. Write a summarizing/theme statement that expresses the meaning on your page (from your head). 	<p>Note to the Trainer: 2:05-2:10 Read the information on the slide.</p>

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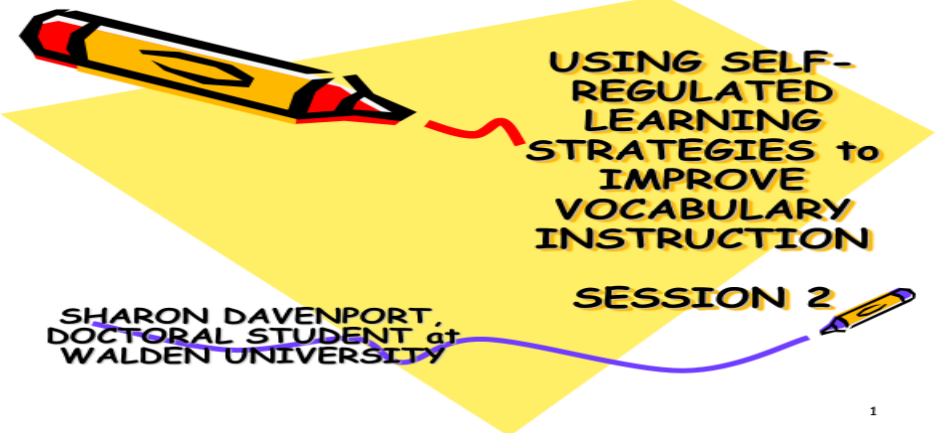


<p style="text-align: center;">3-2-1 STRATEGY</p> <ul style="list-style-type: none"> ▶ The purpose of the 3-2-1 strategy is the following: (1) self-monitor comprehension; (2) identify important details in the content; (3) make connections to content; and (4) identify areas in the content where understanding is uncertain. ▶ After reading a portion of text, viewing a portion of a video, or listening to a portion of a lecture, students may complete the strategy independently, with a partner, or in small groups. ▶ On a sheet of paper, students will complete a 3-2-1 form by responding to the following: <ul style="list-style-type: none"> 3 Important Details 2 Connections 1 Question I Still Have ▶ Students can use the details from the 3-2-1 activity to summarize the entire lesson. 	<p>Note to the Trainer: 2:10-2:15 Read the information on the slide. End the presentation at 2:15. Show the next slide.</p> <p style="text-align: right;">76</p>
<p style="text-align: center;">LET'S TAKE A BREAK!!!</p> 	<p>Note to the Trainer: 2:15-2:30 The participants will take a break.</p> <p style="text-align: right;">77</p>
<p style="text-align: center;">Lets Collaborate</p>  <p style="text-align: center;">Together We can do more!</p>	<p>Note to the Trainer: 2:30-3:45 Use a timer with a chime of some kind that the entire group can hear. Direct the participants to sit together per grade level (6th, 7th, and 8th). Ask an instructional coach to sit with each group. Inform the participants that they will work together and use the laptop computers to explore websites to find additional self-regulated learning literacy strategies for before, during, and after reading (not in the manual) that can be implemented across the curriculum and find resources (passages, videos, etc.) to supplement the lesson. The participants will be given chart paper to use to write their strategies on. Each group will share one of the strategies (before reading, during reading, or after reading) during the wrap-up. At 3:15, the groups will share their strategies: 6th grade (before reading strategy), 7th grade (during reading), and 8th grade (after reading).</p> <p style="text-align: right;">78</p>







<p style="text-align: center;">WRAP-UP</p> <ul style="list-style-type: none"> ▶ Share strategies ▶ Monthly meetings Google Meet ▶ Evaluation Form 	<p>Note to the Trainer: 3:45-4:00 Debrief, Reflection, Wrap Up, Google Meet, Evaluation, & Dismissal</p>
<p style="text-align: center;">HELPFUL WEBSITES</p> <ul style="list-style-type: none"> ▶ https://valrc.org/courses/reading/docs/BEFOREDURING_AFTERRREADINGSTRATEGIES_a.pdf ▶ http://www.thomasvilleschools.org/Downloads/Before-During-After%20Strategies%20(Toolkit).pdf ▶ https://www.readingrockets.org/article/strategies-promote-comprehension ▶ https://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/clf/downloads/understanding_the_relationship_between_reading_comprehension_skills_and_strategies.pdf ▶ http://www.smoran.ednet.ns.ca/Reader'sworkshop/before_during_after_reading.htm 	



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doi.org/10.1177/0014402914527238
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 <p style="text-align: center;">USING SELF-REGULATED LEARNING STRATEGIES to IMPROVE VOCABULARY INSTRUCTION</p> <p style="text-align: center;">SESSION 2</p> <p>SHARON DAVENPORT, DOCTORAL STUDENT at WALDEN UNIVERSITY</p> <p style="text-align: right;">1</p>	<p>Note to Trainer: Collect materials and make sure technological tools are working properly. Inform the participants that they are to sit together per grade level. Print copies of grade levels (6th, 7th & 8th grade) and place the numbers on the front and top of each table to help identify the groups. Begin at 8:00 sharp.</p> <p style="text-align: right;">1</p>
<p style="text-align: center;">HOUSEKEEPING</p> <ul style="list-style-type: none"> • Sign-In (display name tents) • Welcome & Breakfast • Necessities <ul style="list-style-type: none"> → Restroom Locations → Vending Machines → Exits   <p style="text-align: right;">2</p>	<p>Note to the Trainer: 8:00-8:10 Welcome the participants. Review the general housekeeping items and encourage participants to place their name tents on their tables. Invite participants to partake in the continental breakfast provided. Distribute copies of the PowerPoint Presentation.</p> <p style="text-align: right;">2</p>

<p style="text-align: center;">SHARON DAVENPORT</p> <ul style="list-style-type: none"> • Middle School Science Teacher • Doctoral student, Walden University • Curriculum, Instruction, and Assessment   <p style="text-align: right;">3</p>	<p>Note to the Trainer: 8:10-8:11 Reintroduce yourself.</p> <p style="text-align: right;">3</p>
<p style="text-align: center;">NORMS</p> <ul style="list-style-type: none"> • Be present, attentive, and engaged. • Be respectful. • Be active participants.   <p style="text-align: right;">4</p>	<p>Note to the Trainer: 8:11-8:12 Go over norms for this session.</p> <p style="text-align: right;">4</p>
<p style="text-align: center;">PURPOSE</p> <p>Based on the data collected and analyzed from classroom observations, a review of documents which included lesson plans, curriculum frameworks, and student work samples, face-to-face interviews, and current research:</p> <ul style="list-style-type: none"> → To encourage collaboration → To equip all teachers with tools to implement self-regulated learning strategies, within the curriculum frameworks, effectively → To create a school-wide initiative to promote a self-regulated learning environment that influences reading achievement   <p style="text-align: right;">5</p>	<p>Note to the Trainer: 8:12-8:15 Read the information on the slide.</p> <p style="text-align: right;">5</p>

<h2 style="text-align: center; color: red;">TRAINING SCHEDULE</h2> <div style="display: flex; justify-content: space-around;"> <div style="width: 30%; background-color: #ffffcc; padding: 5px;"> <p style="text-align: center; font-weight: bold; color: blue;">1</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">DAY 1 OBJECTIVES</p> <ul style="list-style-type: none"> Research Overview Explore Websites Share Additional Strategies Gather Resources Google Meet </div> <div style="width: 30%; background-color: #ffffcc; padding: 5px;"> <p style="text-align: center; font-weight: bold; color: blue;">2</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">DAY 2 OBJECTIVES</p> <ul style="list-style-type: none"> Literacy Across the Curriculum Vocabulary Instruction Small Groups (grade level) Choose a strategy Plan a lesson Gather resources Model the strategy </div> <div style="width: 30%; background-color: #ffffcc; padding: 5px;"> <p style="text-align: center; font-weight: bold; color: blue;">3</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">DAY 3 OBJECTIVES</p> <ul style="list-style-type: none"> Differentiated Instruction Small Groups (content area) Review the strategies Choose a strategy Adjust/modify the strategy Plan a lesson Gather resources Model the strategy </div> </div>	<p>Note to the Trainer: 8:15-8:20 Read the information on the slide. Review Day 1 and inform the participants about the agenda for today.</p>
<h2 style="text-align: center; color: red;">GOALS and OBJECTIVES</h2> <ul style="list-style-type: none"> Increase collaboration between teachers and instructional coaches Improve overall knowledge and understanding of vocabulary instruction Understand various ways to instruct students in vocabulary usage Compose an activity that implements vocabulary instruction effectively Ensure the teachers' ability to teach, model, and implement vocabulary instruction strategies effectively Encourage monthly meetings on Google Meet 	<p>Note to the Trainer: 8:20-8:25 Read the information on the slide. This slide explains the learning goals and objectives of the training.</p>

Pretty Good by Charles Osgood

There once was a pretty good student
 Who sat in a pretty good class
 And was taught by a pretty good
 teacher
 Who always let pretty good pass.
 He wasn't terrific at reading,
 He wasn't a whiz-bang at math,
 But for him, education was leading
 Straight down a pretty good path.



11

Note to the Trainer: 8:31-8:33

Have a volunteer read the information on the slide.

11

Pretty Good (cont.)

He didn't find school too exciting,
 But he wanted to do pretty well,
 And he did have some trouble with
 writing
 Since nobody taught him to spell.
 When doing arithmetic problems,
 Pretty good was regarded as fine.
 5+5 needn't always add up to be 10;
 A pretty good answer was 9.



12

Note to the Trainer: 8:33-8:35

Have a volunteer read the information on the slide.

12

Pretty Good (cont.)

The pretty good class that he sat in
 Was part of a pretty good school,
 And the student was not an exception:
 On the contrary, he was the rule.
 The pretty good student in fact was
 Part of a pretty good mob.
 And the first time he knew what he
 lacked was
 When he looked for a pretty good job.



13

Note to the Trainer: 8:35-8:37

Have a volunteer read the information on the slide.

13

Pretty Good (cont.)

It was then, when he sought a position,
He discovered that life could be tough,
And he soon had a sneaking suspicion
Pretty good might not be good enough.
The pretty good town in our story
Was part of a pretty good state
Which had pretty good aspirations
And prayed for a pretty good fate.



14

Note to the Trainer: 8:37-8:39

Have a volunteer read the information on the slide.

14

Pretty Good (cont.)

There once was a pretty good nation
Pretty proud of the greatness it had,
Which learned much too late,
If you want to be great,
Pretty good is, in fact, pretty **bad**.



15

Note to the Trainer: 8:39-8:40

Read the information on the slide.

15

COMMON CORE STATE STANDARDS (CCSS)



Implementation of the new standards in ELA requires major instructional shifts. According to the Common Core State Standards Initiative (CCSSI, 2017), these shifts constitute “regular practice with complex text and its academic language” (para. 1), “reading, writing and speaking grounded in evidence from text, both literary and informational” (para. 6), and “building knowledge through content-rich nonfiction” (para. 9).



16

Note to the Trainer: 8:40-8:45
Read the information on the slide.

16

COMMON CORE STATE STANDARDS (CCSS)



A primary focus of the CCSS is to make sure that students are taught to use literacy strategies specific to each subject area (Shanahan & Shanahan, 2015).

To become proficient in reading the student must have mastery over three different literacy components: reading comprehension, fluency, and vocabulary (Stack-Cutler, & Parrila., 2016).



17

Note to the Trainer: 8:45-8:50
Read the information on the slide. Pass out copies of the curriculum frameworks for ELA for grades 6th, 7th, and 8th to the corresponding groups.

17

COMMON CORE STATE STANDARDS (CCSS)



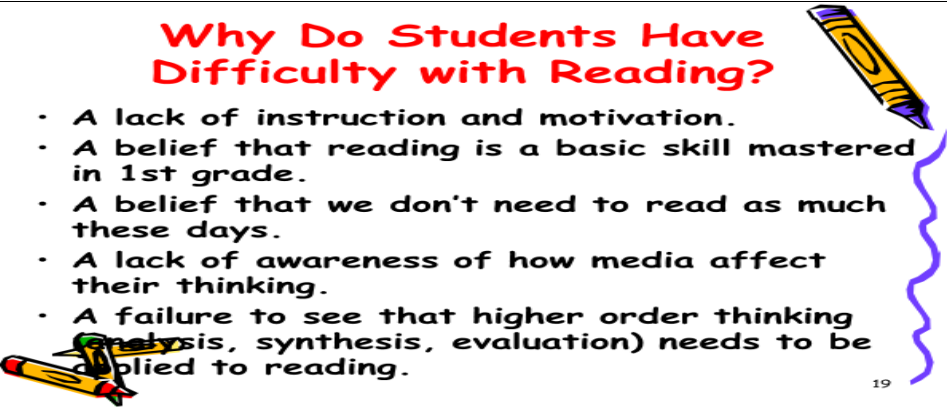
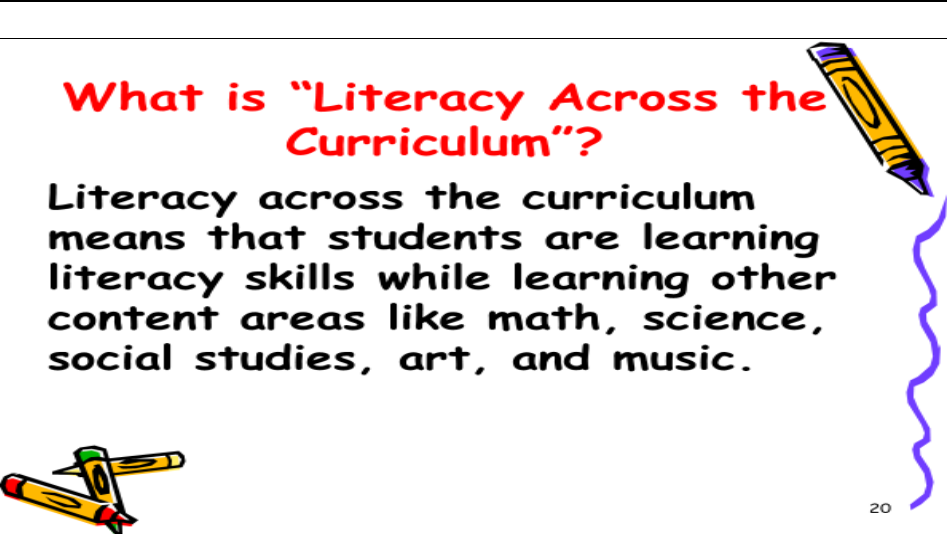
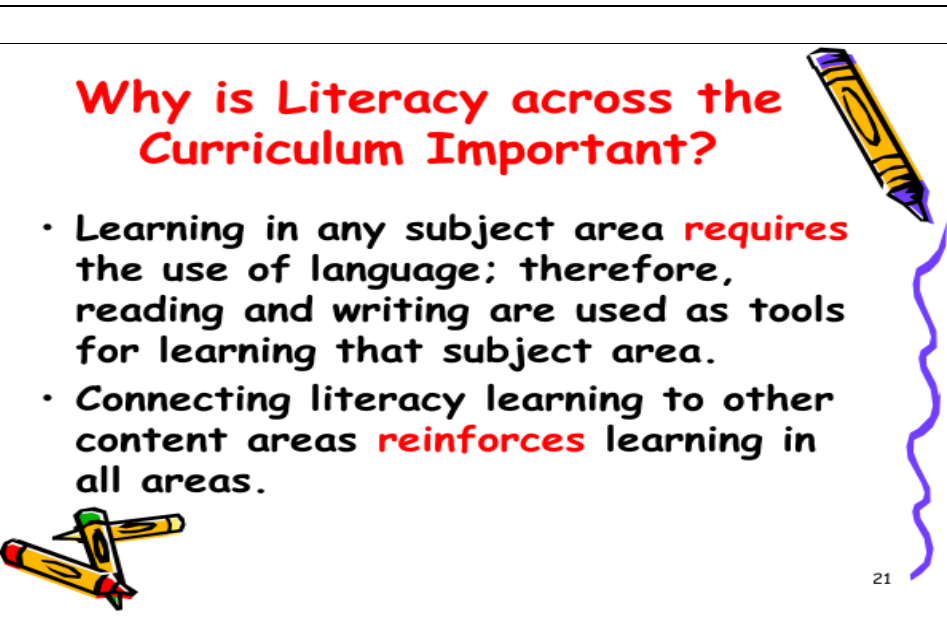
Discuss the curriculum standards for vocabulary instruction and comprehension for grades 6th, 7th, & 8th. Note the similarities and differences per grade level.



18



Note to the Trainer: 8:50-9:00
Read the information on the slide. Discuss the curriculum frameworks for ELA for grades 6th, 7th, and 8th. Inform the participants that we will focus on self-regulated learning literacy strategies for vocabulary instruction and comprehension that can be implemented across the curriculum. End this activity at 9:00.

18

<h3 style="text-align: center;">Why Do Students Have Difficulty with Reading?</h3> <ul style="list-style-type: none"> • A lack of instruction and motivation. • A belief that reading is a basic skill mastered in 1st grade. • A belief that we don't need to read as much these days. • A lack of awareness of how media affect their thinking. • A failure to see that higher order thinking (analysis, synthesis, evaluation) needs to be applied to reading.  <p style="text-align: right;">19</p>	<p>Note to the Trainer: 9:00-9:05 Read the information on the slide.</p> <p style="text-align: right;">19</p>
<h3 style="text-align: center;">What is "Literacy Across the Curriculum"?</h3> <p>Literacy across the curriculum means that students are learning literacy skills while learning other content areas like math, science, social studies, art, and music.</p>  <p style="text-align: right;">20</p>	<p>Note to the Trainer: 9:05-9:10 Read the information on the slide. Direct the participants to look at the ELA curriculum standards for vocabulary and comprehension. Then, inform the participants that these skills are also required to be taught in not only ELA but also Math, Science, Social Studies, as well as the elective classes (P.E., Art, Band, Music, etc.).</p> <p style="text-align: right;">20</p>
<h3 style="text-align: center;">Why is Literacy across the Curriculum Important?</h3> <ul style="list-style-type: none"> • Learning in any subject area requires the use of language; therefore, reading and writing are used as tools for learning that subject area. • Connecting literacy learning to other content areas reinforces learning in all areas.  <p style="text-align: right;">21</p>	<p>Note to the Trainer: 9:10-9:15 Read the information on the slide.</p> <p style="text-align: right;">21</p>

Goal

- Literacy learning throughout the middle school curriculum is integral to producing literate adults.
- As students see that reading and writing proficiency is valued in **all** subject areas, they are encouraged to become life-long learners.

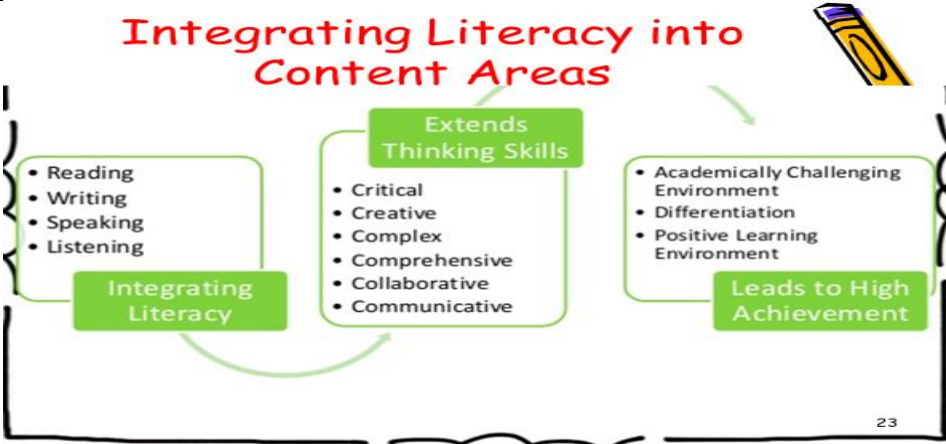



22

Note to the Trainer: 9:15-9:20
Read the information on the slide.

22

Integrating Literacy into Content Areas



23

Note to the Trainer: 9:20-9:30
Read and discuss the information on the slide.

23

The Big Ten Comprehension Strategies

1. Making Connections (Inside the Text)
2. Making Predications
3. Visualizing
4. Wondering/Questioning
5. Understanding Fiction Text Structure
6. Understanding Non-Fiction Text Structure
7. Making Inferences
8. Determining Important Ideas
9. Summarizing
10. Synthesizing




24

Note to the Trainer: 9:30-9:40
Read and discuss the information on the slide.

24

What are the characteristics of an effective literacy program?

- is student-centered
- responds to students' needs
- includes ongoing practice; regular inclusion of reading and writing activities
- focuses on positive outcomes
- incorporates a variety of reading and writing strategies



25

Note to the Trainer: 9:40-9:45
Read the information on the slide.

25

LET'S TAKE A BREAK!!!



26

Note to the Trainer: 9:45-10:00
The participants will take a break.

26

VOCABULARY INSTRUCTION

Students who possess extensive knowledge of vocabulary are likely to understand comprehension mainly because they know the meaning of the words contained in the reading passage (Wright & Cevetti, 2016).



27

Note to the Trainer: 10:00-10:05
Read the information on the slide. Inform the participants that you are presenting research that supports the need for vocabulary instruction.

27

VOCABULARY INSTRUCTION

As the students elevate to the next grades, it is the students' independent understanding of using a vocabulary strategy that is vital to their understanding of comprehension skills from reading a passage (Elleman, Lindo, Morphy, & Compton, 2016).



28

Note to the Trainer: 10:05-10:10 Read the information on the slide.

28

EFFECTIVE VOCABULARY INSTRUCTION

- Choose the most important and essential words for the topic of study.
- Provide direct instruction
- Make connections to prior knowledge from previous chapters or courses
- Organize and categorize the terms in a meaningful way



29

Note to the Trainer: 10:10-10:15 Read the information on the slide.

29

VOCABULARY INSTRUCTION

- Concept Sorts
- Guess the Meaning
- Magic Squares



30

Note to the Trainer: 10:15-10:20 Read the information on the slide. Inform the participants that the strategies, directions for use, and sample text are included in the handouts. Introduce the strategies in the presentation and have the participants locate the strategies in their copy of the handouts to view the directions and resources that are included

30

Concept Sorts

- ❑ A concept sort is a strategy used to introduce students to the vocabulary of a new topic or book. It helps students analyze words by looking for patterns. Grouping words according to similar attributes is an effective Before Reading strategy that activates prior knowledge of vocabulary words or phrases. It is especially useful for nonfiction material
- ❑ When used before reading, concept sorts provide an opportunity for a teacher to see what his or her students already know about the given content. When used after reading, teachers can assess their students' understanding of the concepts presented.
- ❑ The classifying or sorting can be done as an open or closed sort. In a closed sort students organize vocabulary words into predetermined categories developed by the teacher. In an open sort, students determine the categories.



Note to the Trainer: 10:20-10:25 Read the information on the slide. Inform the participants that these strategies are located in the Vocabulary Instruction section of the handouts.

31

Concept Sorts

Step 1: Teachers provide students with a list of relevant terms or concepts from a unit or topic of study.

Step 2: Write or print out the terms on cards (one term per card), making several sets. Older students can make their own cards and write the words given from a list.

Step 3: Direct students to sort or classify the words according to the closed sort determined by the teacher or an open sort where students sort the words into categories that make sense to them.

Step 4: Have the students explain why they grouped the terms as they did.

Step 5: The students continue the activity by developing a chart of their sort.



Note to the Trainer: 10:25-10:30 Read the information on the slide.

32

SAMPLE CONCEPT SORTS

The following example introduces students to a book about trees.

- Introduce and discuss the following pre-selected terms:

deciduous	leaves	water	bark
evergreen	forests	branches	mountains
sunlight	soil	roots	rainforest

- Then, ask students to sort the terms according to the following categories OR ask the students to sort the cards in a way that is meaningful to them and follow up to check their understanding of the concepts: (1) Parts of a tree; (2) Types of trees; (3) Where trees grow; and (4) What trees need to grow.



Note to the Trainer: 10:30-10:35 Read the information on the slide. Inform the participants that this is an example of the implemented strategy.

33

33

GUESS the MEANING

- Guess the Meaning is a great activity to use to introduce students to context clues.
- The teacher will identify the key vocabulary words from the text that students will need to understand in order to comprehend the text.
- During reading, the students will complete the first three columns of the graphic organizer (next slide).
- After reading the text, discuss the students' responses.
- Allow the students to use a dictionary to write the definitions of the terms in the last column of the organizer.



34

Note to the Trainer: 10:35-10:39 Read the information on the slide. Inform the participants that this strategy is located in the Vocabulary Instruction section of the handouts.

34

GUESS the MEANING

Word	My Guess	Context Meaning	Dictionary's Meaning



35

Note to the Trainer: 10:39-10:40 Inform the participants that this is an example of the graphic organizer that is used to complete the activity.

35

MAGIC SQUARES

The Magic Squares strategy can be applied at every grade level K-12. The strategy makes matching more interesting and interactive for students. Squares are assigned numbers which, when added across, down, or diagonally always equal the same sum.



36

Note to the Trainer: 10:40-10:45 Read the information on the slide. Inform the participants that this strategy, directions for use, and sample text are included in the handouts. Introduce the strategy in the presentation and have the participants locate the strategies in their copy of the handouts to view the directions and resources that are included.

36

MAGIC SQUARES

Steps: 1: Direct students to match a lettered column of words to a numbered column of definitions.

Step 2: Make sure letters on each square of the grid match the lettered words.

Step 3: Explain that students find the magic number by matching the correct word and definition and entering the number in the appropriate square on the grid.

Step 4: Use any number of squares for the puzzle.

Let's practice Magic Squares.



37

Note to the Trainer: 10:45-10:50 Read the information on the slide. Inform the participants that we will practice this strategy.

37

MAGIC SQUARES

A	B	C
D	E	F
G	H	I
J	K	L



38

Note to the Trainer: 10:50-10:55 Direct the participants to take out a sheet of paper and draw this graphic organizer. They are to write the letters in the boxes as shown.

38

ILLUSTRATION B

- A. To get a picture in your mind.
- B. Ways to make connections.
- C. What you do when you don't understand.
- D. To wonder.
- E. To read between the lines.
- F. To find the main idea and/or details.
- G. Book to help with definitions.
- H. To change your understanding as you continue to read.
- I. Words with meaning.

- O. Synthesize
- 1. Reread
- 2. Question
- 3. Visualize
- 4. Infer
- 5. Vocabulary
- 6. Determining Importance
- 7. Dictionary
- 8. Text to self, text, and world.



39

Note to the Trainer: 10:55-11:20 Inform the participants that they will read the statements on the left and match them with a reading skill on the right. They will write the number in the square of the corresponding letter on the graphic organizer. The participants will have 30 minutes to complete this activity. Use a timer with a chime of some kind that the entire group can hear. End the activity at 11:20.

39

Illustration A represents a completed Magic Square based on the vocabulary for comprehension strategies shown in Illustration B

A	3	B	8	C	1
D	2	E	4	F	6
G	7	H	0	I	5



40

Note to the Trainer: 11:20-11:30 Read the information on the slide. Have the participants check their responses. Then, ask them to give the magic number (12). End the presentation at 11:30.

40



41

Note to the Trainer: Lunch will be from 11:30 – 12:45.

41

VOCABULARY CENTERS

The participants will participate in small group center activities that are designed to help improve vocabulary instruction in the classroom. There will be three rotations for 30 minutes each. 6th grade teachers will start at Center 1: Frayer Model activity; 7th grade teachers will start at Center 2: Foldables; and the 8th grade teachers will start at Center 3: Heads-Up Activity. The directions for each activity, as well as the supplies that are needed are on the table. The participants will have 30 minutes to work in their center (12:45 - 1:15; 1:15 - 1:45; and 1:45 - 2:15). When the timer goes off, the groups will rotate to the next center. This activity will give participants an idea of some self-regulated learning literacy strategies that can be used across the curriculum. These strategies can be implemented within the 50- minute class period, and they will improve vocabulary instruction.



42

Note to the Trainer: 12:45-2:15 Read the information on the slide. Have the participants move to the tables at the back. Participants will complete center activities that will help to improve vocabulary instruction in the classroom. There will be 3 rotations for 30 minutes each. sixth-grade teachers will start at Center 1: Frayer Model activity; seventh-grade teachers will start at Center 2: Foldables; and the eighth-8th grade teachers will start at Center 3: Heads-Up Activity. The directions for each activity, as well as the supplies that are needed, are on the table. The participants will have 30 minutes to work in their center (12:45 - 1:15; 1:15 - 1:45; and 1:45 - 2:15). Use a timer with a chime of some kind that the entire group can hear. When the timer goes off, the groups will rotate to the next activity. End the center activities at 2:15.

42

VOCABULARY CENTERS

Center 1: Frayer Model: In this center, the participants will work together per grade level to learn how to use the Frayer model (graphic organizer). The participants will provide a Definition of the word, Facts or Characteristics of the word, Examples, and Nonexamples. This graphic organizer will lead students to a deeper understanding of a word and its relationship to their own lives.

Center 2: Foldables: This is a make-and-take center whereas the participants will work in small groups to design foldables for each of the vocabulary words given (one word per participant).

Center 3: Heads-Up Vocabulary: The participants will play a vocabulary game where a person has a vocabulary word on their forehead. This person does not know the word. The other participants in the group will give the person clues to guess the vocabulary that is on their head.



43

Note to the Trainer: 12:45-2:15 Read the information on the slide. Have the participants move to the tables at the back. Participants will complete center activities that will help to improve vocabulary instruction in the classroom. There will be 3 rotations for 30 minutes each. sixth-grade teachers will start at Center 1: Frayer Model activity; seventh-grade teachers will start at Center 2: Foldables; and the eighth-grade teachers will start at Center 3: Heads-Up Activity. The directions for each activity, as well as the supplies that are needed, are on the table. The participants will have 30 minutes to work in their center (12:45 – 1:15; 1:15 – 1:45; and 1:45 – 2:15). Use a timer with a chime of some kind that the entire group can hear. When the timer goes off, the groups will rotate to the next activity. End the center activities at 2:15.

43

LET'S TAKE A BREAK!!!



44

Note to the Trainer: 2:15-2:30 The participants will take a break.

44

Lets Collaborate


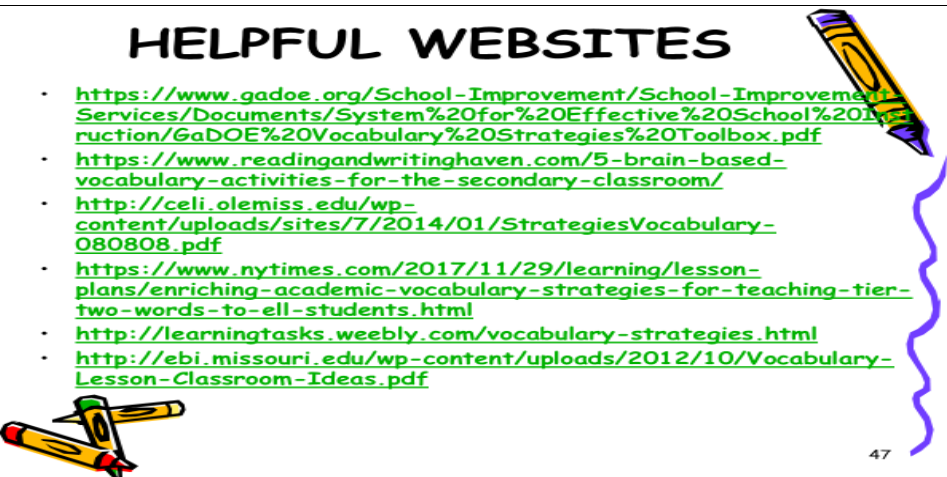



Together We can do more!

45

Note to the Trainer: 2:30-3:45 Use a timer with a chime of some kind that the entire group can hear. Direct the participants to sit together per grade level (6th, 7th, and 8th). Ask an instructional coach to sit with each group. Inform the participants that they will work together and use the laptop computers to explore websites to find additional self-regulated learning literacy strategies (not in the manual) that can be implemented across the curriculum and find resources (passages, videos, etc.) to supplement the lesson. The participants will work together to develop a small group activity for vocabulary instruction. They will be given chart paper to use to write their small group activity on. At 3:30, each group will share their activity with the group.

45

<h2 style="text-align: center;">WRAP-UP</h2> <ul style="list-style-type: none"> • Share strategies • Monthly meetings Google Meet • Evaluation Form  <p style="text-align: right;">46</p>	<p>Note to the Trainer: 3:45-3:50 Debrief, Reflection, Wrap Up, Evaluation, & Dismissal</p> <p style="text-align: right;">46</p>
<h2 style="text-align: center;">HELPFUL WEBSITES</h2> <ul style="list-style-type: none"> • https://www.gadoe.org/School-Improvement/School-Improvement/Services/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20Vocabulary%20Strategies%20Toolbox.pdf • https://www.readingandwritinghaven.com/5-brain-based-vocabulary-activities-for-the-secondary-classroom/ • http://celi.olemiss.edu/wp-content/uploads/sites/7/2014/01/StrategiesVocabulary-080808.pdf • https://www.nytimes.com/2017/11/29/learning/lesson-plans/enriching-academic-vocabulary-strategies-for-teaching-tier-two-words-to-ell-students.html • http://learningtasks.weebly.com/vocabulary-strategies.html • http://ebi.missouri.edu/wp-content/uploads/2012/10/Vocabulary-Lesson-Classroom-Ideas.pdf  <p style="text-align: right;">47</p>	<p style="text-align: right;">47</p>
 <p style="text-align: center;">Thank you!</p> <p style="text-align: right;">48</p>	<p style="text-align: right;">48</p>

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<p style="text-align: center;">USING SELF-REGULATED LEARNING STRATEGIES TO DIFFERENTIATE INSTRUCTION</p> <p style="text-align: center;">SESSION 3</p>  <p style="text-align: center;">SHARON DAVENPORT, DOCTORAL STUDENT at WALDEN UNIVERSITY</p>	<p>Note to Trainer: Collect materials and make sure technological tools are working properly. Print copies of the names of the various content areas (ELA, MATH, SCIENCE, SOCIAL STUDIES, & ELECTIVES). Place the name of the content area on the front and top of each table to help identify the groups. Begin at 8:00 sharp.</p> <p style="text-align: right;">1</p>
<p style="text-align: center;">HOUSEKEEPING</p> <hr/> <ul style="list-style-type: none"> ▪ Sign-In (display name tents) ▪ Welcome & Breakfast ▪ Necessities <ul style="list-style-type: none"> → Restroom Locations → Vending Machines → Exits <p style="text-align: right;">2</p>	<p>Note to the Trainer: 8:00-8:15 Welcome the participants. Explain the general housekeeping items and encourage participants to display their name tents. Invite participants to partake in the continental breakfast provided. Distribute copies of the PowerPoint Presentation. Direct the participants to sit together per content area.</p> <p style="text-align: right;">2</p>
<p style="text-align: center;">NORMS</p> <hr/> <ul style="list-style-type: none"> ▪ Be present, attentive, and engaged. ▪ Be respectful. ▪ Be active participants. <p style="text-align: right;">3</p>	<p>Note to the Trainer: 8:15-8:16 Go over norms for this session.</p> <p style="text-align: right;">3</p>

IF YOU...

- struggled with teaching reading skills in your content?
- blamed earlier grades for not preparing the students?
- gave your students a reading assignment and then tested/quizzed them to see if they read the material?
- felt like some students would never “get it” when they completed assignments independently?

Did this training help you?

4

Note to the Trainer: 8:16-8:20
Read the information on this slide.

4

“You need to be aware of what others are doing, applaud their efforts, acknowledge their successes, and encourage them in their pursuits. When we all help one another, everybody wins.” — Jim Stovall

Our Students. Our Success. 



Note to the Trainer: 8:00-8:15
Welcome the participants. Explain the general housekeeping items and encourage participants to display their name tents. Invite participants to partake in the continental breakfast provided. Distribute copies of the PowerPoint Presentation. Direct the participants to sit together per content area.

5

TRAINING SCHEDULE

DAY 1 OBJECTIVES	DAY 2 OBJECTIVES	DAY 3 OBJECTIVES
<ul style="list-style-type: none"> ▪ Research Overview ▪ Explore Websites ▪ Share Additional Strategies ▪ Gather Resources ▪ Google Meet 	<ul style="list-style-type: none"> ▪ Vocabulary Instruction ▪ Small Groups (grade level) ▪ Choose a Strategy ▪ Plan an Activity ▪ Gather Resources ▪ Model the Strategy 	<ul style="list-style-type: none"> ▪ Differentiated Instruction ▪ Small Groups (content area) ▪ Review the Strategies ▪ Choose a Strategy ▪ Adjust/Modify the Strategy ▪ Plan a Lesson ▪ Gather Resources ▪ Model the Strategy

6

Note to the Trainer: 8:15-8:16
Go over norms for this session.

6

ICE BREAKER ACTIVITY

BUILDING A MARSHMALLOW TOWER

- Participants will work in teams of four.
- Each group has 20 spaghetti, 1 meter of tape, 1 piece of string and 1 Marshmallow.
- The challenge is to build with them, within 10 minutes range, a self-sustaining structure with the marshmallow on top of it.
- The winner is the group that achieves the maximum height between the marshmallow and the table.

10

Note to the Trainer: 8:40-9:00 Lead the icebreaker activity by explaining the expectations. Participants will work together as a team of 4. Participants will have marshmallows, string, tape, and spaghetti placed on their tables. Participants will be given 10 minutes to work together to build the highest marshmallow tower without it falling. The group with the highest tower wins. When the timer goes off, the presenter will determine the winner. The winners will discuss their strategy with the group. Then, the other groups will also share their strategy. After all, groups have shared, ask the participants what they found to be beneficial in developing the tower. In addition, discuss the importance of teamwork in building the tower. Have a bookmark, a pack of sticky notes, or some other small token to give to the winners.

10

THINK-WRITE-PAIR-SHARE

- What is differentiated instruction?
- What is the significance of differentiated instruction?
- What are four ways that we can differentiate instruction?
- What strategies have you implemented in your classroom to differentiate instruction?

11

Note to the Trainer: 9:00-9:15 Use a timer with a chime of some kind that the entire group can hear. Set the expectation with the group that when the chime sounds, they will transition to the next activity. The participants will work independently for 5 minutes to think about the questions and then, write responses. Once the timer goes off, reset the timer for 5 minutes. Let the participants know they will have 5 minutes to pair up with a partner to discuss the questions and their responses. Once the timer goes off, reset it for 5 minutes. During this time, volunteer pairs will share their responses to the questions with the entire group. The activity stops when the timer goes off.

11

<p>WHAT IS DIFFERENTIATED INSTRUCTION?</p> <hr/> <ul style="list-style-type: none"> ▪ Differentiated instruction is an approach that helps educators tailor their teaching so that all students, regardless of their ability, can learn the classroom material. ▪ Differentiating instruction may involve teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student. ▪ A teacher may deliver lessons at varying levels of difficulty or group students by shared interest, topic or ability, while continually assessing and adjusting lesson content to meet students' needs. <p style="text-align: right;">12</p>	<p>Note to the Trainer: 9:15-9:20 Read the information on the slide. Compare these definitions to their responses to the question previously discussed. How do they compare?</p> <p style="text-align: center;">12</p>
<p>WHAT IS DIFFERENTIATED INSTRUCTION?</p> <hr/> <ul style="list-style-type: none"> ▪ The first part of differentiating instruction is figuring out what students know so teachers can help them learn (pre-testing). ▪ Next, teachers create different lessons and activities to meet each student's level and interests. ▪ The last part of differentiating is to assess each student's growth (post-testing). <p style="text-align: right;">13</p>	<p>Note to the Trainer: 9:20-9:25 Read the information on the slide.</p> <p style="text-align: center;">13</p>

What is the Significance of Differentiated Instruction?

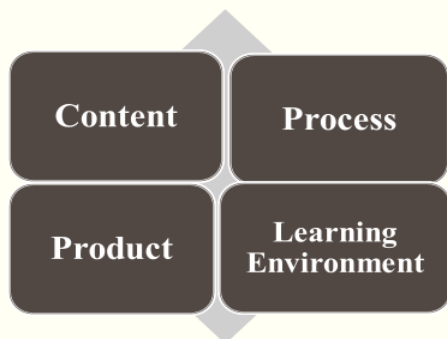
- Does one size really fit all? Of course not!
- Just as consumers know that a one-size-fits-all concept won't work when buying a pair of jeans, educators should be aware that one standard approach to teaching will not meet the needs of all students.
- If teachers do not vary instruction to meet the individual needs of each student, the curriculum is bound to bore some and baffle others.
- Differentiating instruction is the key to reaching all students.

14

Note to the Trainer: 9:25-9:30
Read the information on the slide.

14

What are four ways that we can differentiate instruction?



15

Note to the Trainer: 9:30-9:35
Read the information on this slide. An explanation of each will be given in the next two slides.

15

<p>What are four ways that we can differentiate instruction?</p> <hr/> <ul style="list-style-type: none"> ▪ Content: Content is comprised of the knowledge, concepts, and skills that students need to learn based on the curriculum standards of learning set by the school district or state educational standards. A teacher may differentiate content with diverse materials, or with group activities that vary depending on students' familiarity with lesson concepts. For example, students may complete tasks on lower or higher levels of Bloom's Taxonomy (levels of intellectual behavior from lower to higher-order thinking). The levels are remembering, understanding, applying, analyzing, evaluating, and creating. ▪ Process: Process is how students make sense or understand the information, ideas, and skills being studied. A teacher may find new ways to present material to maintain a student's interest level. Not all students require the same support, and students may work in pairs, small groups, or individually. Teachers also offer support based on needs and preferred learning styles, delivering material to each style: visual, auditory and kinesthetic, and through words. <p style="text-align: right;">16</p>	<p>Note to the Trainer: 9:35-9:40 Read the information on this slide.</p> <p style="text-align: center;">16</p>
<p>What are four ways that we can differentiate instruction?</p> <hr/> <ul style="list-style-type: none"> ▪ Product: The product a student creates at the end of a lesson to demonstrate mastery of the content can be in the form of tests, projects, reports, or other activities. Teachers may also assign students different activities that show mastery of a concept. ▪ Learning environment: Conditions for optimal learning include physical and psychological elements such as incorporating furniture and arrangements for individual and group work, and using classroom management techniques to create a safe, supportive learning environment. <p style="text-align: right;">17</p>	<p>Note to the Trainer: 9:40-9:45 Read the information on this slide.</p> <p style="text-align: center;">17</p>

LET'S TAKE A BREAK!!!



18

Note to the Trainer: 9:45-10:00 The participants will take a break.

18

What are Examples of Self – Regulated Learning Strategies to Differentiate Instruction (CONTENT)?

- Match vocabulary words to definitions.
- Read a passage of text and answer related questions.
- Think of a situation that happened to a character in the story and a different outcome.
- Differentiate fact from opinion in the story.
- Identify an author's position and provide evidence to support this viewpoint.
- Create a PowerPoint presentation summarizing the lesson.
- Use texts or novels at more than one reading level.
- Use a variety of reading-buddy arrangements to support and challenge students working with text materials.
- Reteach students who need another demonstration, or exempting students who already demonstrate mastery from reading a chapter or from sitting through a reteaching session.
- Use texts, computer programs, tape recorders, and videos as a way of conveying key concepts to varied learners.

19

Note to the Trainer: 10:00-10:05 Read the information on this slide.

19

<p style="text-align: center;">What are Examples of Self – Regulated Learning Strategies to Differentiate Instruction (PROCESS)?</p> <hr/> <ul style="list-style-type: none"> ▪ Provide textbooks for visual and word learners. ▪ Allow auditory learners to listen to audio books. ▪ Give kinesthetic learners the opportunity to complete an interactive assignment online. ▪ Create a learning environment with flexible spaces and learning options. ▪ Present information through auditory, visual, and kinesthetic modes. ▪ Encourage students to explore information and ideas through auditory, visual, and kinesthetic modes. ▪ Allow students to work alone or with peers. ▪ Ensure a choice of competitive, cooperative, and independent learning experiences. ▪ Balance varied perspectives on an issue or topic. ▪ Provide authentic learning opportunities in various intelligence or talent areas. ²⁰ 	<p>Note to the Trainer: 10:05-10:15 Read the information on this slide.</p> <p style="text-align: center;">20</p>
<p style="text-align: center;">What are Examples of Self – Regulated Learning Strategies to Differentiate Instruction (PRODUCT)?</p> <hr/> <ul style="list-style-type: none"> ▪ Allow students to help design products around essential learning goals. ▪ Encourage students to express what they have learned in varied ways. ▪ Allow for varied working arrangements (for example, working alone or as part of a team to complete the product). ▪ Provide or encourage use of varied types of resources in preparing products. ▪ Provide product assignments at varying degrees of difficulty to match student readiness. ▪ Use a wide variety of kinds of assessments. ▪ Work with students to develop rubrics of quality that allow for demonstration of both whole-class and individual goals. ▪ Read and write learners write a book report. ▪ Visual learners create a graphic organizer of the story. ▪ Auditory learners give an oral report. ▪ Kinesthetic learners build a diorama illustrating the story. ²¹ 	<p>Note to the Trainer: 10:15-10:20 Read the information on this slide.</p> <p style="text-align: center;">21</p>

<p style="text-align: center;">What are Examples of Self – Regulated Learning Strategies to Differentiate Instruction (LEARNING ENVIRONMENT)?</p> <hr/> <ul style="list-style-type: none"> ▪ The conditions for optimal learning include both physical and psychological elements. A flexible classroom layout is key, incorporating various types of furniture and arrangements to support both individual and group work. Psychologically speaking, teachers should use classroom management techniques that support a safe and supportive learning environment. ▪ Examples of differentiating the environment: ▪ Break some students into reading groups to discuss the assignment. ▪ Allow students to read individually if preferred. ▪ Create quiet spaces where there are no distractions. <p style="text-align: right;">22</p>	<p>Note to the Trainer: 10:20-10:25 Read the information on this slide.</p> <p style="text-align: center;">22</p>
<p style="text-align: center;">What are Examples of Self – Regulated Learning Strategies to Differentiate Instruction (LEARNING ENVIRONMENT)?</p> <hr/> <ul style="list-style-type: none"> ▪ The teacher is attuned and responsive to the affective, cognitive, and physical needs of learners. ▪ Students feel safe, both physically and affectively. ▪ Individual differences are accepted as natural and positive. ▪ Students learn to respect and support one another as learners. ▪ The teacher and students share in the decision-making process about daily routines and classroom operation. ▪ Hard work is an expectation. ▪ Physical arrangements are flexible and support student access to a variety of learning options. ▪ A range of resources are available and support student access to content. ▪ Flexible student grouping capitalizes on student strengths and allows effective attention to student weaknesses. <p style="text-align: right;">23</p>	<p>Note to the Trainer: 10:25-10:30 Read the information on this slide.</p> <p style="text-align: center;">23</p>

<p style="text-align: center;">R2-3E STRATEGY</p> <hr/> <ul style="list-style-type: none"> ▪ The R2-R3 strategy is where the student is told to read the text twice, extract information from what they read, explain what was read, and extend the text by providing a summary of what they read (Groundwater, 2016). ▪ The expected outcome of this strategy is for students to be able to pull out many ideas of the text by focusing on key details, words, and phrases, which will provide an opportunity for students to learn how to summarize informational text (Groundwater, 2016). ▪ In the R2-3E strategy, it is important for the teacher to provide explicit instruction, model expert reading, and demonstrate the proper use of literacy strategies. This will give the students plenty of opportunities for guided practice until they become comfortable with using the strategy independently. 24 	<p>Note to the Trainer: 10:30-10:35 Read the information on this slide. A strategy by the name of R2-3E is a reading strategy used mostly in social studies; however, it may be used in other disciplines.</p> <p style="text-align: center;">24</p>
<p style="text-align: center;">R2-3E STRATEGY</p> <hr/> <ul style="list-style-type: none"> ▪ Step 1: The teacher allows the students to draw a line across the page and under each paragraph to provide a visual divider and to help students focus on one chunk of paragraph or section at a time, which is helpful to students who become overwhelmed when they read lengthy expository text. ▪ Step 2: The teacher reads the paragraph and the students listen. ▪ Step 3: the teacher reads the same paragraph again, and this time, the students highlight key or important words and circle new or unfamiliar words. ▪ Step 4: The students then extract the information by sharing circled and highlighted words. ▪ Step 5: The students explain the information by defining their circled and highlighted words and analyzing the paragraph to determine key points ▪ Step 6: The students extend their learning by creating a dictionary or word wall, summarizing paragraphs, or summarizing an entire passage. 25 	<p>Note to the Trainer: 10:35-10:40 Read the information on this slide. The R2-3E strategy has a specific process. The R2-3E strategy examines one paragraph at a time.</p> <p style="text-align: center;">25</p>

R2-3E STRATEGY

- As a result of using this strategy, students will be able to write a summary sentence for each paragraph and then combine those sentences into a paragraph that summarizes the entire passage.
- In addition to summarizing, R2-3E works with other reading skills such as cause and effect, problem-and-solution, compare-and-contrast, and sequencing (Groundwater, 2016).
- The focus of the R2-3E strategy is to help students define unfamiliar words, extract important information, and summarize key points, which allows them to comprehend expository text and to self-regulate their own learning.

26

Note to the Trainer: 10:40-10:45 Read the information on this slide.

26



Note to the Trainer: 10:45-11:30 The participants have been given a variety of self-regulated literacy strategies that can be implemented in their specific discipline within a class period. Now, the presenter will model a lesson that uses before, during, and after literacy strategies that can be implemented across the curriculum, supports differentiated instruction, and will promote self-regulated learning.

27

Make Three Predictions (Individually)



Note to the Trainer: 10:45-10:50 Use a timer with a chime of some kind that the entire group can hear. The participants will write three predictions about a picture from the text to determine what they think the passage will be about, as well as write an explanation for their predictions. When the timer goes off, ask the participants to draw a line under their explanation. Then, pass out the passage, *LIFE IS SWEET: THE STORY OF MILTON HERSHEY*

28

DURING READING

Assignment 1: Revise/Confirm Predictions:

As the students are reading the text, they will revise/confirm their predictions.

Assignment 2: Graphic Organizers

Create a graphic organizer (e.g., shapes, objects, etc.) to represent a sequencing chain and list the following events of Hershey's life in sequential order:

- ❖ Hershey added buildings to his town during the Great Depression
- ❖ Hershey moved to Denver and found work with a candy manufacturer.
- ❖ Hershey sold his confectionery business for one million dollars.

29

Note to the Trainer: 10:50-11:00 Use a timer with a chime of some kind that the entire group can hear. The participants will silently read the text. As they read the text, they will revise/confirm their predictions below the line. In addition, they will draw a graphic organizer to represent a sequencing chain and list the events listed in sequential order. The students may draw shapes, objects, etc. as a graphic organizer (differentiated instruction).

29



Note to the Trainer: 11:00-11:10 Use a timer with a chime of some kind that the entire group can hear. Have volunteer participants (3) share their predictions/revisions/confirmations. Then, discuss the events of the story and sequence the events of Hershey’s life in sequence. Check for understanding by asking the participants to give a thumbs up if they understand how to implement the strategies; give a thumbs down if they don’t understand how to implement the strategies; and give a thumb to the side if they still have questions about implementing the strategies.

30

After Reading Strategy: RAFT

- **Role** (Who are you as the writer?) Are you Sir John A. Macdonald? A warrior? A homeless person? An auto mechanic? The endangered snail darter?
- **Audience** (To whom are you writing?) Is your audience the Canadian people? A friend? Your teacher? Readers of a newspaper? A local bank?
- **Format** (What form will the writing take?) Is it a letter? A classified ad? A speech? A poem?
- **Topic** (What are you writing about?) What’s the subject or the point of this piece? Is it to persuade a goddess to spare your life? To plead for a re-test? To call for stricter regulations on logging?

31

Note to the Trainer: 11:10-11:15 Read the information on the slide. Introduce the RAFT strategy. The directions for using this strategy, as well as a sample writing piece are in their manual.

31

<p style="text-align: center;">RAFT-Writing Assignment</p> <hr/> <ol style="list-style-type: none"> 1. Role: Milton Hershey’s Grandchild 2. Audience: Mayor Errick Simmons 3. Format: Persuasive letter from a business owner to the mayor of Greenville 4. Topic: Persuade the mayor to open a Hershey’s candy factory in Greenville <p style="text-align: right;">32</p>	<p>Note to the Trainer: 11:15-11:25 Use a timer with a chime of some kind that the entire group can hear. The participants will use the RAFT strategy to complete a writing piece. While the participants are writing, pass out a 4 x 6 index card to each participant. This card will be used to complete the Closing activity.</p> <p style="text-align: center;">32</p>
<p style="text-align: center;">CLOSING</p> <hr/> <p>3-2-1- a quick strategy that can be used to end any lesson; you can vary the response</p> <p>3 - new facts that you have learned over the past two days</p> <p>2 - strategies that you will definitely use this school year</p> <p>1 - question that you still have about using self-regulated learning strategies to integrate literacy across the curriculum</p> <p style="text-align: right;">33</p>	<p>Note to the Trainer: 11:25-11:30 Use a timer with a chime of some kind that the entire group can hear. Have one person share the writing piece. To close the lesson, the participants will complete the 3-2-1 activity. Write their responses on the index card. Write their name (first and last) and date on the card. End the activity at 11:30. Have a basket up front to collect the index cards.</p> <p style="text-align: center;">33</p>



Note to the Trainer: Lunch will be from 11:30 – 12:45

34



Note to the Trainer: 12:45-2:15 Use a timer with a chime of some kind that the entire group can hear. Direct the participants to sit together per content area. Ask the instructional coach to sit with their specific discipline. The presenter will work with the elective teachers. Inform the participants that they will work together and use the laptop computers to explore websites and use their handouts to create lesson plans and activities for a week.

35

LET'S TAKE A BREAK!!!



36

Note to the Trainer: 2:15-2:30 The participants will take a break.

36


Lets Collaborate



Together We can do more!

Note to the Trainer: 2:30-3:45 Use a timer with a chime of some kind that the entire group can hear. Remind the participants to sit together per content area, and the instructional coach will sit with their specific discipline. The presenter will work with the elective teachers. Inform the participants that they will work together and use the laptop computers to explore websites and use their handouts to create lesson plans and activities for a week. The plans will be uploaded on ELS for the district's curriculum leaders and the building administrators to view. They will be given chart paper to write a one-day plan and present it to the group. At 3:00, each group will begin sharing their plan with the rest of the participants.

37

<p style="text-align: center;">WRAP-UP</p> <hr/> <ul style="list-style-type: none"> ▪ Share strategies ▪ Monthly meetings Google Meet ▪ Evaluation Form  <p style="text-align: right; font-size: small;">38</p>	<p>Note to the Trainer: 3:45-4:00 Debrief, Reflection, Wrap Up, Evaluation, & Dismissal</p> <p style="text-align: center;">38</p>
<p style="text-align: center;">HELPFUL WEBSITES</p> <hr/> <ul style="list-style-type: none"> ▪ http://www.teachersity.org/resources/instruction.pdf ▪ https://www.prodigygame.com/blog/differentiated-instruction-strategies-examples-download/ ▪ https://www.aeseducation.com/blog/differentiated-instruction-strategies-cte ▪ https://www.teachthought.com/pedagogy/50-strategies-for-differentiated-instruction/ ▪ https://www.doe.in.gov/school-improvement/siresourcehub/strategies-differentiate-instruction ▪ https://www.smores.com/55tba-differentiating-content ▪ https://azrielicreativelearning.weebly.com/process.html <p style="text-align: right; font-size: small;">39</p>	<p style="text-align: center;">39</p>

References

Groundwater, S. (2016). Reading to learn in social studies: The r2-3e strategy. Making Literary

Connections, 31, 40-45. Retrieved from Education Source database.

Appendix B: Observation Form

Observation Form, Teacher:	Date:
School:	Time:
Grade/Subject:	Number of Students Present:

The teacher demonstrates/encourages the following strategies to promote self-regulated learning in his or her classroom:

STRATEGY	OBSERVED	NOT OBSERVED	COMMENTS
1. Task Conditions (may include resources, verbal cues given by the teacher to complete tasks, and collaborative work in a small group)			
2. Cognitive Conditions (self-efficacy, motivation, goal setting, understanding of the task, and knowledge of tactics or strategies to complete the assigned task)			
3. Operations (cognitive processes, tactics, and strategies that the learner uses to work on a task, which includes using information, people, or objects)			
4. Products (refers to the information created by the operations)			
5. Evaluations (feedback given when evaluating the quality of the work done in completing a task, which may be generated internally by the student or provided by external source/sources)			
6. Standards (the criteria or standards against which the products are monitored)			
7. Other strategies (not listed) that the teacher uses to promote self-regulated learning in his/her classroom			

Note: These strategies are aligned with Philip Winne's Conditions, Operations, Products, Evaluations, and Standards (COPES) theory (Winne, 2014).

Appendix C: Interview Questions

Introduction:

I would like to speak with you about your experiences with demonstrating and implementing self-regulated learning techniques in the classroom. Before we begin this process, I want to remind you that your participation in this study is completely voluntary. In addition, any responses that you give will be kept confidential. Please tell me if any of the questions make you uncomfortable, or you choose to not answer a question for any reason. If you want to discontinue your participation in this interview process at any time, you have the right to stop. During the interview, may I have your permission to record the interview via audio, as well as to take notes that are relevant to your comments? Are there any questions before we begin the interview process?

Interview questions for one-on-one sessions with the teachers:

1. How would you describe self-regulated learning?
2. How would you describe the successful instruction of self-regulated learning strategies?
3. How do you describe your promotion of self-regulated learning strategies (task conditions), which may include resources, verbal cues given by the teacher to complete tasks, and collaborative work in a small group in your classroom?
4. How do you describe your promotion of self-regulated learning strategies (cognitive conditions), which may include self-efficacy, motivation, goal setting, understanding of the task, and knowledge of tactics or strategies to complete the assigned task in your classroom?
5. Describe the self-regulated learning techniques that you have implemented in your classroom (e.g., setting goals, planning, organizing, selecting strategies, decision-making, self-monitoring, evaluating, reflecting, etc.)?
6. Do you think the techniques that you mentioned in your previous response have been implemented effectively in your classroom? Explain your answer.
7. Describe the feedback that you give when evaluating the quality of the work done in completing a task, which may be generated internally by the student or provided by external source/sources.
8. How will you document your classroom practices that encourage the development of self-regulated learning techniques in your lesson plans?

9. How will you document a student's success or failure with the use of self-regulated learning strategies?
10. What resources can the district leaders provide that will help you to implement self-regulated learning strategies more effectively in your classroom?
11. How do you believe the use of self-regulated learning strategies improves your students' reading comprehension scores?
12. What do you perceive are the challenges that teachers might encounter in describing and implementing self-regulated learning strategies in the classroom?
13. Based on your experience, what do you perceive is the role teachers can play when students self-regulate their learning independently?
14. In dealing with low-performing students, what do you perceive to be situations that have been particularly stressful for you when students self-regulate their learning independently?
15. What do you perceive are the best techniques to use that would motivate low-performing students to practice self-regulated learning strategies independently?
16. What are your concluding thoughts on self-regulated learning?

Appendix D: Checklist for Document Review

(Lesson Plans, Curriculum Guides, & Student Work Samples)

This checklist will be used to evaluate the review of the following artifacts: lesson plans, curriculum guides, and student work samples. The categories outlined below will be used to look for evidence of planning for instruction, demonstration, and activities that promote self-regulated learning.

Pseudonym of teacher:

Subject taught:

Review Date:

Self-Regulated Learning Strategies Checklist	Lesson Plans	Curriculum Frameworks	Student Work Samples
1. Artifact calls for students to demonstrate their understanding and apply self-regulated learning strategies (e.g., setting goals, planning, organizing, selecting strategies, decision-making, self-monitoring, evaluating, reflecting, etc.) in activities and tasks.			
2. Teachers describe the instructional techniques that they will use to promote self-regulated learning strategies (e.g., setting goals, planning, organizing, selecting strategies, decision-making, self-monitoring, evaluating, reflecting, etc.).			
3. Teachers demonstrate instructional techniques for self-regulated learning (e.g., setting goals, planning, organizing, selecting strategies, decision-making, self-monitoring, evaluating, reflecting, etc.) to students when they assign a task.			
4. Teachers use techniques in activities that demonstrate the use of self-regulated learning strategies.			
5. Teachers use a variety of resources and ways to promote understanding of self-regulated learning strategies, such as audio or video sources, the Internet, and class demonstration.			
6. Students collaborate in groups or work independently to accomplish meaningful tasks that include using self-regulated learning strategies.			
7. Teachers document the students' implementation of self-regulated learning strategies during the completion of a timed task.			
8. Other techniques (not listed) that the teacher uses to promote self-regulated learning in his/her classroom			
Comments/Emerging Themes			