CABE CONFERENCE

BEYOND "GOOD TEACHING:" MOTIVATION AND ENGAGEMENT

MARCH 6, 2015

I. WELCOME & OVERVIEW

II. ENGAGEMENT

- A. DEFINITION: WHAT IT IS AND WHAT IT ISN'T
- B. FIVE AREAS THAT PROMOTE MOTIVATION AND ENGAGEMENT
- C. RECENT STUDY BY KRISTY COOPER – CHALLENGE, LIVELY CLASSROOM, CONNECTIONS

III. CLASSROOM MANAGEMENT & RELATIONSHIPS

IV. FEEDBACK

- A. VISUAL – THREE GENRES OF DATA WALLS & INDIVIDUAL DATA CHARTS
- B. VERBAL – POSITIVE & NEGATIVE

V. BELIEFS

- A. MINDSET: STATIC OR DYNAMIC
- B. CULTURAL IDENTITY

VI. INTEREST

VII. VOICE & CHOICE

- A. ENGAGEMENT IN SPEAKING: SOME EXAMPLES
  1. SENTENCE FRAMES
  2. INTO, THROUGH, & BEYOND THE LESSON
  3. REFERENTIAL QUESTIONS
- B. ENGAGEMENT IN WRITING: SOME EXAMPLES
  1 WRITING TO LEARN RESEARCH SUMMARY
  2. HOW TO TEACH SUMMARIZING
  3. ADDING A PERSONAL RESPONSE AND A CCSS "WHY"

VIII. NEXT STEPS: AN ENGAGEMENT CAMPAIGN

Dennis Parker, Education Consultant
(916) 240-0133
dp1018@pacbell.net

EFFECT SIZES RELATED TO CLASSROOM MANAGEMENT AND TEACHER-STUDENT RELATIONSHIPS

(0.40 = 1 YEAR'S GROWTH FOR 1 YEAR OF INSTRUCTION)

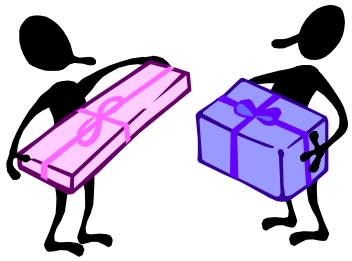
0.52 - Well-managed classroom
0.53 – Classroom cohesion – Sense that all teachers and students are working towards positive learning gains
0.53 – Peer influences – friendship, reputation as a learner, helping, tutoring, giving feedback, rehearsal, & practice
0.57 – Interventions involving direct and concrete consequences for misbehavior
0.62 – Heightened engagement
0.71 – Retain an emotional objectivity
0.72 – Teacher-student relationships across nine variables associated "person-centered teachers" (non-directivity - 0.75, empathy - 0.68, warmth - 0.68, encouragement of higher-order thinking - 0.60, adapting to differences - 0.41, genuineness - 0.29, learner-centered beliefs – 0.10) (Cornelius-White)
0.76 – Stated expectations regarding behavior and well-articulated rules and procedures negotiated with students
0.87 – Teacher-student relationships as moderators of classroom management (clarity of purpose, strong guidance, concern for the needs and opinions of others, desire to function as a member of a team)
0.91 – Disciplinary interventions by teachers
0.98 - Tangible recognition by providing students some symbol or token indicating appropriate behavior
0.98 – Group contingency strategies requiring a certain group of students to achieve a certain level of behavior
1.00 - Verbal and physical behaviors indicating appropriate or inappropriate behavior
1.29 – Appropriate mental set by the teacher
1.42 – "With-it-ness" by the teacher ("identify and quickly act on potential behavioral problems")

Referring to a study by Russell Bishop (2003) on Maori students in mainstream classrooms in New Zealand … ***"When students, parents, principals, and teachers were asked about what influences students' achievement, all but the teachers emphasized the relationships between teachers and the students.*** The teachers saw the major influence on achievement as a function of the child's attitudes and dispositions, their home, or the working conditions of the school – it is the students who are not learning who are somehow deficient. Building relations with students implies agency, efficacy, respect by the teacher for what the child brings to the class (from home, culture, peers), and allowing the experiences of the child to be recognized in the classroom. Further, developing relationships requires skill by the teacher – such as the skill of listening, empathy, caring, and having positive regard for others." – Hattie, *Visible Learning* (2009), p. 118

"Cornelius-White (2007) notes that most students who do not wish to come to school or who dislike school do so primarily because they dislike their teacher. His claim is that to 'improve teacher-student relationships and reap their benefits, teachers should learn to facilitate students' development' by demonstrating that they care for the learning of each student as a person (which sends a powerful message about purpose and priority), and empathizing with students – 'see their perspective, communicate it back to them so that they have valuable feedback to self-assess, feel safe, and learn to understand others and the content with the same interest and concern.' (p.23)" – Hattie, *Visible Learning* (2009), p. 119. (This study involved 355,325 students, 14,851 teachers, and 2,439 schools.)

Dennis Parker (916) 240-0133 dp1018@pacbell.net

ESTABLISHING A RELATIONSHIP WITH STUDENTS



1. POSITIVE ACQUAINTANCESHIP – CHAT 'EM UP!

- ✓ Chat about something not related to your job.
- ✓ Get to know each other.
- ✓ Find something you like about each other.

2. RESPECT – GET THEM TO DO SOMETHING FOR YOU!

- ✓ Ask for a favor.
- ✓ Get them to do something well. ("If you can get 'em to do anything, you can get 'em to do anything!")
- ✓ When you get it, give positive feedback. (Thank You! Perfect! Way to go! Excellent! Great! That's it!)

3. ENGAGEMENT – GIVE THEM A SAY IN THEIR DAY!

- ✓ Give them a choice.
- ✓ Give them some voice.

Dennis Parker
(916) 240-0133
dp1018@pacbell.net

CLASSROOM MANAGEMENT

1. ASK FOR A BEHAVIOR THAT YOU WANT AND BE SPECIFIC:

"All eyes up front, everyone quiet, pencils down, open to page 142, take out a clean piece of paper and pen," etc.

2. DO WHATEVER IT TAKES TO GET EXACTLY THAT BEHAVIOR FROM 100% OF THE STUDENTS:

Ask specific students to comply, walk around and use your physical presence to get them to comply, use a stern look when necessary, clarify what you do want by saying what you don't want, etc.

3. WAIT FOR A COUNT OF THREE:

Start counting (usually done silently to yourself) only after you have 100% compliance. If a student goes off task, correct the behavior and start the count again.

4. GIVE POSITIVE FEEDBACK:

Say "Thank you," "Perfect," "That's what I'm looking for," "Now we're back on track," etc.

Kids can't disobey …
They either don't know the rules or
they don't believe you!

- Robert Wilson

Dennis Parker
(916) 240-0133
dp1018@pacbell.net

TWO THEORIES OF INTELLIGENCE:
TALENT VS WORK

THE STATIC THEORY (Talent or IQ)

People are born with certain capacities and talents. Some are "brighter," "more gifted," or "more intelligent" than others.

THE DYNAMIC THEORY (Growth)

People are born with the capacity to increase their capacities by means of effort and hard work.

(Based on *Self-Theories*, Psychology Press, 1999, by Carol Dweck, Columbia University)

Dennis R. Parker
(916) 240-0133
dp1018@pacbell.net

STATIC VS DYNAMIC INTELLIGENCE

Carol Dweck, a psychologist at Columbia University, has found that people generally hold one of two fairly firm beliefs about their intelligence: they consider it either a fixed trait or something that is malleable and can be developed over time. Five years ago, Dweck did a study at the University of Hong Kong, where all classes are conducted in English. She and her colleagues approached a large group of social-sciences students, told them their English-proficiency scores, and asked them if they wanted to take a course to improve their language skills. One would expect all those who scored poorly to sign up for the remedial course. The University of Hong Kong is a demanding institution, and it is hard to do well in the social sciences without strong English skills. Curiously, however, only the ones who believed in malleable intelligence expressed interest in the class. The students who believed that their intelligence was a fixed trait were so concerned about appearing to be deficient that they preferred to stay home. "Students who hold a fixed view of their intelligence care so much about looking smart that they act dumb," Dweck writes, "for what could be dumber than giving up a chance to learn something that is essential for your own success?"

In a similar experiment, Dweck gave a class of preadolescent students a test filled with challenging problems. After they were finished, one group was praised for its effort and another group was praised for its intelligence. Those praised for their intelligence were reluctant to tackle difficult tasks, and their performance on subsequent tests soon began to suffer. Then Dweck asked the children to write a letter to students at another school, describing their experience in the study. She discovered something remarkable: forty per cent of those students who were praised for their intelligence lied about how they had scored on the test, adjusting their grade upward. They weren't naturally deceptive people, and they weren't any less intelligent or self-confident than anyone else. They simply did what people do when they are immersed in an environment that celebrates them solely for their innate "talent." They begin to define themselves by that description, and when times get tough and that self-image is threatened they have difficulty with the consequences. They will not take the remedial course. They will not stand up to investors and the public and admit that they were wrong. They'd sooner lie.

RECOMMENDATIONS
BASED ON CAROL DWECK'S WORK

1. TELL STUDENTS ABOUT THE TWO VIEWS OF TALENT VS EFFORT.

2. TELL THEM THAT EFFORT TRUMPS INNATE TALENT AND INTELLIGENCE IN THE LONG RUN.

3. GIVE THEM FEEDBACK THAT INCLUDES SPECIFIC DETAILS ABOUT EFFORT, OUTCOMES, AND QUALITY OF PRODUCTION.

4. AVOID FEEDBACK ABOUT "THE SELF" AND PERSONAL TRAITS, E.G., BRIGHT, TALENTED, LAZY, DON'T CARE, ETC.

Dennis Parker
(916) 240-0133
dp1018@pacbell.net

THREE GROUPS IN THE US

(Ogbu, 1986)

Relationship with the Majority	Populations	Outcomes
AUTONOMOUS	**Jews, Amish, Mormons**	**High levels of success across the board**
IMMIGRANT, DOMINATED, VOLUNTARY	**Italians, Irish, Swedes, Dutch, Germans, Slavs, Armenians, Indians (India), Middle Easterners, Asians, Southeast Asians, etc.**	**Eventual, predictable high levels of success across the board**
CASTE-LIKE, COLONIZED, INVOLUNTARY	**African-Americans, Mexicans, Puerto Ricans, American Indians, Hawaiians,**	**Delayed success across the board** **"Oppositional boundaries" as barriers**

CAUTION!! **You cannot reliably apply these "group patterns and trends" to any individual who is a member of a group.**

DIFFERENT CONTEXTS ….
DIFFERENT OUTCOMES

NEGATIVE OUTCOMES (Colonized)	POSITIVE OUTCOMES (Immigrant)
Finns in Sweden	**Finns in Australia**
Koreans in Japan	**Koreans in the US**
Blacks (from former British colonies in the Caribbean) in England	**Blacks (from the former British colonies) in the US**
The Buraku in Japan	**The Buraku in the US**

Dennis Parker
(916) 240-0133

dp1018@pacbell.net

WHATEVER THE MAJORITY VALUES, WE VALUE THE OPPOSITE!

- HAIR STYLES
- DIET
- DRESS
- COLORS
- CARS
- SOCIAL ACTIVITIES
- LANGUAGE USE
- EDUCATION

CAN TEENAGERS OF ANY ETHNICITY EXPERIENCE THESE OPPOSITIONAL BOUNDARIES? WHY? WHY NOT?

CROSSING BOUNDARIES … AT YOUR OWN RISK!

EMULATE THE MAJORITY …

FORSAKE YOUR COMMUNITY!

YOU MAY BE SEEN AS AN:

- UNCLE TOM/OREO
- WHITE CHOCOLATE
- VENDIDO
- APPLE
- COCONUT
- PINEAPPLE
- WHITE WASH
- ACTING “WHITE”

Teacher Questions:
DISPLAY VS. REFERENTIAL

DISPLAY: **Those to which the teacher knows the answer**

REFERENTIAL: **Those to which only the student knows the answer:**
opinion, preference, prediction, or past experience

EXAMPLES:

DISPLAY – Where does this piece of the puzzle go?
REFERENTIAL – Which piece of the puzzle do you want to try next?

DISPLAY – What three types of clouds did we study yesterday?
REFERENTIAL – Have you ever seen a cumulus nimbus cloud? Where? When?

SCIENCE

DISPLAY – _____

REFERENTIAL - _____

SOCIAL STUDIES

DISPLAY – _____

REFERENTIAL - _____

LANGUAGE ARTS

DISPLAY – _____

REFERENTIAL - _____

MATH

DISPLAY – _____

REFERENTIAL - _____

Dennis Parker
(916) 240-0133
dp1018@pacbell.net

IDEAS FOR INCREASING STUDENT VOICE: META-COGNITION

A. BEFORE A LESSON (DISCUSSION)

1. WHAT ARE WE LEARNING?
2. WHY ARE WE LEARNING IT?
3. HOW ARE WE GOING TO LEARN IT?

B. AFTER A LESSON (DISCUSSION, EXIT TICKETS, OR LEARNING LOGS)

1. WHAT DID WE WORK ON?
2. WHAT DID WE ACCOMPLISH?
3. WHAT DO YOU THINK ABOUT THE MATERIAL WE COVERED? WHY?
4. WHAT DO YOU THINK ABOUT HOW YOU PERFORMED? WHY?
5. HOW DO YOU FEEL ABOUT THE LESSON OR THE CLASS SESSION? WHY?

C. AFTER AN ASSESSMENT (FEEDBACK DISCUSSION, INDIVIDUAL DATA CHART, LEARNING LOGS)

1. HOW DID YOU DO? (RELATIVE TO A TARGET, IF POSSIBLE)
2. HOW DO YOU WANT TO DO NEXT TIME? (NEW TARGET)
3. HOW ARE YOU GOING TO GET THERE? (FUTURE STRATEGIES, CHANGES, & COMMITMENTS)

E. DURING THE SEMESTER

1. STUDENT SELF-EVALUATION OPPORTUNITIES
2. STUDENT PEER-EVALUATION OPPORTUNITIES
3. TEACHER-STUDENT GENERATED LIST OF IDEAS FOR DOING BETTER (HOW TO READ A CHAPTER, STUDY FOR TEST, WRITE A PAPER, WORK IN A GROUP, LEARN VOCABULARY, GET HELP, ETC.)
4. ANONYMOUS STUDENT SURVEYS RELATED TO THE CLASS
5. TEACHER INTERVIEWS OR FOCUS GROUPS RELATED TO THE CLASS

Dennis Parker
(916) 240-0133
dp1018@pacbell.net

IDEAS FOR INCREASING STUDENT VOICE: COGNITION

1. **CHORAL RESPONSE** - OF CORRECT ANSWERS, KEY VOCABULARY, KEY PHRASES, KEY FORMULAS, ETC. ELICITED AT THE BEGINNING, DURING, AND AT THE END OF EVERY LESSON.

2. **HEADS TOGETHER** – TO ANSWER TEACHER QUESTIONS. THE TEACHER CAN "SEED" THE CONVERSATION WITH KEY VOCABULARY THAT SHOULD BE USED IN THE PAIRED DISCUSSION AND IN THE ANSWER. EL STUDENTS ALLOWED TO USE THEIR HOME LANGUAGE TO FACILITATE COMPREHENSION.

3. **GROUP WORK** – TO SOLVE PROBLEMS AND PRODUCE CLASSROOM PRODUCTS. THE TEACHER CAN "SEED" THE CONVERSATION WITH KEY VOCABULARY THAT SHOULD BE USED IN PRODUCING AND PRESENTING THE PROBLEM, ANSWERS, OR PRODUCT.

4. **SENTENCE FRAMES** – TEACH AND POST STRUCTURES FOR STUDENTS TO USE WHILE ANSWERING QUESTIONS IN COMPLETE SENTENCES. DEVELOP AND ASSIGN THEM FOR A SPECIFIC LESSON AND/OR ADD 2-3 PER MONTH ON A "PARKING LOT" CHART FOR USE THROUGHOUT THE YEAR.

5. **DISPLAY QUESTIONS** – QUESTIONS THE TEACHER ASKS THAT THE TEACHER KNOWS THE ANSWER TO. THEY'RE USED TO CHECK FOR UNDERSTANDING. STUDENTS SHOULD RESPOND IN COMPLETE SENTENCES ORALLY AND/OR ON WHITE BOARDS, AND THE WHOLE CLASS CAN REPEAT IN A CHORAL RESPONSE.

6. **REFERENTIAL QUESTIONS** – QUESTIONS A TEACHER ASKS THAT THE TEACHER DOES NOT KNOW THE ANSWER TO. THEY'RE OPEN-ENDED, ASKING FOR STUDENTS' OPINIONS, STATEMENTS OF PERSONAL EXPERIENCES, LIKES & DISLIKES, BELIEFS, VALUES, HOPES, GUESSES, WONDERINGS, HYPOTHESES, PREDICTIONS, ETC.

7. **"GENERATIVE" ACTIVITIES:**

    A. CREATE A GROUP SUMMARY OF A UNIT & PRESENT IT TO THE CLASS
    B. HAVE STUDENTS GENERATE THEIR OWN QUESTIONS ABOUT A UNIT AND QUIZ THE REST OF THE CLASS WITH THEM OR INCLUDE THEM ON THE NEXT TEST.
    C. HAVE STUDENTS GENERATE THEIR OWN EXAMPLES OF WHAT'S BEING STUDIED THROUGH "SLOT SUBSTITUTION GROW LISTS:" GRAMMAR & PUNCTUATION, MATH PROBLEMS, VOCABULARY, LITERARY DEVICES SUCH AS METAPHORS, EXPERIMENTS, ETC.

Dennis Parker
(916) 240-0133
dp1018@pacbell.net

CLASSROOM TALK DURING A TYPICAL LESSON

LESSON PHASE	TEACHER	STUDENTS
BEGINNING	- State objectives of lesson - Set it up or pose it as "doable," "learnable" - Telegraph "mastery," not just completion: "We're getting better!" - Explain and/or ask students about the "what," "why," & "how" of the lesson - Ask for student input, questions, suggestions, preferences, etc. - Preview the lesson & activate background knowledge - If you can't make it relevant to students' everyday lives or their future, set up a question to be answered, a problem to be solved, or a conflict to be resolved related to the material.	- Choral response of lesson objective & key vocabulary - Answers to questions to activate background knowledge using Every Student Every Time strategies - Opportunity to ask questions or ask for clarification about today's objective, content, materials or activities. - Opportunity to make suggestions or choices about the lesson
MIDDLE	- Lecture or explain the material - Provide "worked examples" & modeling where possible - Ask "display" questions for checking for understanding - Ask "referential" questions to offer students voice - Use proximity to give supportive feedback while walking among students during paired or group work	- Choral response of key vocabulary, phrases, formulas, operations, sequences, rules, etc. - Heads together & group work (with key vocabulary "seeded" by teacher to be used in students' discussions) - Answers to teacher's display & referential questions (in complete sentences, using key vocabulary and sentence frames as appropriate) - White board responses to questions
END	- Prompt students to discuss and write about what was learned - Prompt students to write personal responses and self-evaluations related to the lesson - Preview or model any homework assignment - Ask for input, questions, or suggestions about today's session - Give a mini- oral or written quiz on the day's lesson	- Exit slips or learning log entries - Brief discussion of what was learned reviewed in pairs, groups, or as a whole-class - Personal responses offered orally or in writing about lesson content - Personal responses offered orally or in writing about what was learned or how it felt - Opportunities for written and/or oral self-evaluation of class participation and learning

ENGAGEMENT CAMPAIGN ACTION PLAN

BEGINNING OF THE YEAR – SUMMER/FALL

1. Bookend every lesson:

a. What are we going to learn? Why are we going to learn it? - Supported by student choral response, some student choice regarding focus of the lesson, sequence of activities or topics, mode, e.g., whole class, pairs, groups, individuals, etc.

b. What did we cover? Did we learn it? Supported by white board quizzes, learning log entries, exit tickets, thumbs up/down questions, personal responses, etc.

2. Classroom management routines:

a. Students define what class rules look like and sound like and what they don't look like and sound like.

b. Students get to know each other and the teacher as people, not just as "students" and "teacher."

c. The teacher takes the time for brief social discussions and interactions with students daily.

d. Students have a "say" in what makes an effective teacher.

e. Students have a "say" in what makes an effective student.

f. Students have a "say" in what gets included or emphasized in the year's syllabus or curriculum.

3. Teaching routines

a. Repeat after me orally: Choral Response

b. Repeat after me in writing: Dictation

DURING THE YEAR – FALL/WINTER

1. Heads together

a. Every student answers every question every time.

b. Students generate questions daily: how, why, for tests, quizzes, practice tests, and team competitions.

c. Students practice filling slots in sentence frames: monthly campaign and/or by unit.
d. Students generate their own math problems by changing out one variable at a time.

e. Students generate "grow lists" of original sentences or phrases to practice punctuation and grammar.

2. Feedback

a. Individual Student Data Charts – bar graphs with targets

b. Class data wall – Whole-class bar graphs and Hi- Gain T-charts

c. Test Chats for annual, formative, and unit assessments (How did you do? How do you want to do next time? How are you going to do it?)

3. Writing

a. Published, informative writing monthly based on student choice of topics.

b. Summaries & personal responses supported by "Why."

c. Student surveys of how things are going: learning, class, teacher, school, etc.

4. Reading

a. Pleasure reading campaign based entirely on student interest and choice

b. Students discuss their readings with the teacher and each other.

NEAR THE END OF THE YEAR – SPRING/SUMMER

1. Class lesson on "effort" vs. "talent" and a "growth mindset" vs. a "static mindset"

2. Standards-based team projects

a. At least one during the last 6 weeks of school

b. Resulting in an authentic knowledge product

c. Presented in public

Dennis Parker
(916) 240-0133
dp1018@pacbell.net

ENGAGEMENT:
THE GOLD STANDARD OF CLASSROOM INTERACTION
THE WHY, THE WHAT, AND THE HOW

"THE WHY" – SOME BACKGROUND

With the advent of the Common Core, much attention is being devoted to the topic of engagement. It no longer seems to be enough for teachers to stand up and teach and for students to be compliant in their attention and behavior. My administrative colleagues who walk classes in their schools see, by and large, well-managed classrooms with students and teachers focused on teaching and learning grade-level standards. But they still lament the fact that they're not seeing real "engagement."

Allington and McGill-Franzen (2013) report several studies that show both high and low income students are making about the same academic progress during each school year. Unfortunately, because low income and minority students start school below the line and because they either stall or slide during summer breaks, there persists a large achievement gap between haves and have not's. Add to this a second achievement gap: the gap between US students and many of their international peers. Because there is abundant evidence of schools beating the odds on both counts, all schools must necessarily be bound by an unspoken moral imperative to provide more than a year's growth each year for their local students, be they underachievers, high achievers, or anyone in between.

Clearly, this growth can and must be achieved for all children, providing for the highest gains for the lowest performers without stifling appropriate gains for those at the top. Is this possible now with even more demanding standards and assessments being adopted nationwide? Yes, but it will take more than mere compliance or obedience by students in their classrooms. It will take real "engagement." Whereas there are many instructional strategies with high effect sizes (Marzano, 2001) that we should employ to help our kids be successful in the Common Core, this paper will focus directly on the motivational and affective aspects of student engagement.

"THE WHAT" – A DEFINITION

As part of the Strategic Schooling Model, the AHA! Formula outlines the basic conditions necessary for learning: K^2 x I^2 = AHA! That is, students must be offered K^2 or complex knowledge as well as I^2 or the opportunity to interact with it intensely. When both of these conditions are met, students will experience learning, i.e., "AHA's" in the brain representing a re-ordering of their neural networks into higher-order, more complex ones. In fact, learning is made up of little conscious and unconscious hourly and daily AHA's as well as big AHA's representing life-changing breakthroughs.

It's probably safe to assume that K^2 is now being provided by the new Common Core. I^2 would represent the instructional goal of providing the conditions necessary to achieve a maximum number of interactions per kid per minute with complex knowledge. With even more demanding standards than before, our ability to achieve I^2 for our currently underachieving students becomes a moral imperative.

Achieving I^2 through obedient or compliant behavior, time on task, and good classroom management is no small matter. In my experience, it results in more than a year's growth in a year. But there are obvious, qualitative differences in the kinds of interactions we witness in some classes at some times vs. others. It's the difference between simply learning vs. learning with enthusiasm, with motivation, with a personal interest, with some personal investment, a stake in the game, in short, with "heat." So, for purposes of this paper, "engagement" is defined as "I^2 plus heat:" they want to learn it, and believe they can learn it!

"THE HOW" – A MOTIVATION FRAMEWORK AND STRATEGIES

It's amazing that we get students to attend and work as hard as they do given the rigors of the curriculum, the sheer quantity of material to be consumed, and the ostensible detachment of the standards - old or new - relative to most kids' daily lives. Yet all teachers have been pleasantly surprised to see their students "light up" during a given lesson or activity. But how can they achieve this kind of "engagement" frequently, consistently, and predictably?
The field of motivation, especially intrinsic motivation, is a good place to start looking for answers. Over the years, my colleagues and I have explored many practical strategies to improve student motivation reliably and predictably. Our premise has always been that teachers should work smarter, not harder, but that we should help most students learn to work both smarter and harder.

With today's research, it seems clear that a capacity for hard work, perseverance, and delayed gratification - indeed, "grit" - can actually be promoted and taught to students (Toshalis & Nakkula, April, 2012). Since not everyone comes to school pre-motivated and with the built-in character traits that will make them winners in a competitive 21st century economy, it becomes our duty to cultivate the non-cognitive or "soft skills" so necessary for our students' success as they confront their schooling and occupational challenges in the future (Partnership for 21st Century Skills, 2008).

There are four domains of motivation that offer a framework of approaches to get students to work smarter and harder in school in socially acceptable ways. In fact, the strategies within each domain can often be so powerful as to promote "engagement."

1. ***Relationships*** – How many times have you or a friend said, "I didn't do that well, because I didn't like the teacher." When confronted with a curriculum that is often too hard, too boring, and too much for many kids, you have to ask yourself why students would be willing to work at it at all, much less with great enthusiasm? One reason: many will do it, because they love and respect their teacher or because they don't want to let their teacher down. It really makes it easier for kids do their best if they have a great relationship with their teacher.

   There are at least three elements that provide a foundation for such a relationship between teachers and students. The first is to find something to like in each other. This can be achieved through social conversations about things not necessarily related to the teacher-student role, e.g., weather, clothes, food, sports, television, music, technology, hobbies, etc. The second is to cultivate respect. Teachers begin to get respect by having students do something for them at their request, e.g., eyes up here, please pass this back, pencils down, no talking, turn to your partner, turn to page 42, etc. And the third is to offer students some voice and choice. (This element of a good relationship – "a say in your day" – is the foundation of a fifth domain for motivation or "engagement" to be explored at the end of this paper.) Suffice it to say, that these three elements cannot be carried out superficially or disingenuously. Students need to feel that their teacher is not just going through the motions and just being "relational" but is their advocate and genuinely cares about their well-being and progress.

2. ***Interest*** – Obviously, it's easy to engage with things that interest us. Pat Wolfe, in her book *Brain Matters* (2001), reports that our brains actually cannot attend to something we do not find interesting.

   So how do we get kids interested in learning standards which – on the surface – have little or no appeal to most kids? The easiest way is simply for the teacher to act interested in what he or she is teaching: to find some humor, joy, sense of discovery, appreciation, or personal connection with the material being worked on in class.

   Fortunately, this is possible even when the teacher is not interested! All we have to do is appeal to the "as-if" mechanism in our brains (Damasio, 1994) and "fake it" as necessary. Personally, I have found that when I take a stance to be interested and find some meaning or humor in the material that I'm teaching – no matter how uninteresting it may be - "real" feelings of interest grow in the process of "acting as if" it were interesting. This makes school more enjoyable and effective for everyone.

   There are more complex and difficult ways to help students find personal interest in their learning that should also be exploited. They include how we organize the material, the variety of examples we use in class, the variety of learning activities and instructional strategies we offer, the personal connections that we help students make with the material, and the hands-on activities we design.

3. ***Feedback*** – If you accept – as Maxwell Maltz has stated (*Psychocybernetics*, 1960) – that our brains are goal-seeking devices, then feedback is the guidance system. The clearer the target and the more frequent the feedback, the more successful the endeavor. Witness the addiction of computer games, and you will quickly understand the overwhelming power of frequent, effective feedback related to ambitious, yet reasonably-attainable goals! Similarly, the right kinds of feedback in schools seem both to steer as well as to motivate student effort.

   Unfortunately, schools have traditionally provided most students with meager amounts of nutritious feedback. Yet, it is not that difficult to improve. A teacher's frequent use of proximity in the classroom offers the chance both to give and get feedback from students. The same is true for the frequent use of slates or whites boards, a perfect "two-way" feedback opportunity.

   Data walls that show whole-class performance, rank-order lists of scores (without student names), and high and gain performance charts (with student names) are all examples of effective visual feedback. Students can track their own performance with personal data charts using bar graphs or line graphs to record their progress relative to pre-set targets for each upcoming assessment.

   To improve performance on assessments, teachers can provide verbal feedback or a "test chat" that helps the student answer three questions: How did I do? How do I want to do next time? How am I going to get there? Finally, in the course of everyday classroom activities, teachers can give both positive and negative verbal feedback on effort and outcomes as opposed to "talent," "intelligence," "personality," "character traits," etc. This feedback should be specific to behaviors or details of the work. And if it's negative, the feedback should be followed by a "Let-me-help-you" or a "You-can-do-better" message.

4. ***Beliefs*** – Beliefs can be the hidden road blocks or the hidden engines of student performance. In my work, they tend to fall into two main categories: intelligence or talent and cultural identity.

   If we think we're naturally good at something, we often engage. Yet if we believe we don't have the innate ability to be a good writer, to learn math, to master a world language, to learn how to dance, or to play an instrument, then engagement is likely minimized. Why try? The antidote to this win-lose view of the world of learning is to adopt a "growth mindset" and believe in effort as the great equalizer.

   Numerous books have recently summarized the research on talent vs effort: *Mindset* (Dweck, 2007), *Outliers* (Gladwell, 2008), and *Talent is Overrated* (Colvin, 2008). Not only does the belief that "effort trumps talent" lead to more engagement and better learning, it's actually true! Some of the best ways to dissuade students from a commonsensical belief in innate talent is to (1) just tell them it's not true and (2) provide frequent feedback on effort and outcomes rather than on talent and intelligence.

   Finally, based on the work of Dr. John Ogbu (1978), cultural anthropologist from UC Berkeley, "involuntary" or "colonized" minorities all over the world have belief systems that often derail their engagement and subsequent achievement.

   In Sweden, the colonized minority is the Finns. In Japan, it's the Koreans; in Hawaii, the native Hawaiians; in New Zealand, the Maoris; and in Australia, the Aborigines. In the US, it's Mexican and Puerto Rican Hispanics, African-Americans, and American Indians. (One might add "blue collar" or "working class" whites to this list, although that would go beyond Ogbu's work.) Although his theories cannot legitimately be applied to any individual of an ethnic group, trends across large populations reveal patterns of achievement affected by cultural identity and beliefs.

   According to Ogbu, the acrimonious historical relationship between the majority and the "conquered" or "colonized" minority often results in the minority group rejecting behaviors and perceived traits of the majority. In the US, this rejection is often reflected in peer pressure not to do well in school for fear of being accused of "acting white." American Indian kids will call each other "apples" for doing well in school, red on the outside but white on the inside. Latinos may call each other "coconuts" or "vendidos" (sell-outs), and African Americans have used terms such as "oreo" or "white chocolate" to razz a classmate about working hard in school.

   The antidote is to (1) explain to students how historical relationships have caused certain social and cultural trends, patterns, and beliefs to become unnecessary obstacles today and (2) provide feedback to students that publicly recognizes both "high performing" as well as "improving" students on class and school wide data walls. When a school undertakes to give symbolic recognition (names on the wall, photos, medals, certificates, pins, wrist bands, "star cards," "assemblies," etc.) for high and gain performance, there's a "safety-in-numbers" context that's created. With so many students being legitimately recognized, it becomes ok for kids to stand up and enjoy their academic successes. When a classroom or school only recognizes the few highest performers, an elite "have vs. have not" system is set up which causes many students either to avoid success, hide it, or otherwise find ways to put up with its "slings and arrows."

SO FAR, SO GOOD!

It would seem that if we did a good job of putting into practice that which has been outlined above, we should enjoy frequent examples of student engagement in today's Common Core classrooms. In short, kids will be motivated to engage and work hard if:

1. They have great relationships with their teachers. ("I'LL ENGAGE, BECAUSE I LIKE AND RESPECT MY TEACHER.")
2. Their interest is awakened and cultivated daily by interested teachers. ("I'LL ENGAGE, BECAUSE I LIKE IT; IT'S INTERESTING AND FUN.")
3. They receive frequent, healthy visual and verbal feedback. ("I'LL ENGAGE, BECAUSE I SEE WHERE I'VE BEEN, WHERE TO GO, AND HOW TO GET THERE."), and
4. They believe their goals are attainable because they experience success, believe in the power of effort, and see themselves as the kind of people who can achieve at anything they try. ("I'LL ENGAGE, BECAUSE I BELIEVE I CAN DO IT.")

That's a lot. It's powerful. It's doable. And it works. Dozens of schools in which I've worked have used these strategies to generate high scores for low income and minority students as well as produce students who feel powerful and confident. Not only do you see it in their classroom demeanor and participation, students can't wait to take the state tests. And they can't wait to get their scores!

SO, WHAT ELSE IS THERE? – AN UNTAPPED SOURCE OF "HEAT!"

In the past few years, further research on human performance – specifically related to engagement – has come to light. One source is Daniel Pink (*Drive*, 2011) and the other is John Hattie (*Visible Learning*, 2012). Both authors – coming from different perspectives – have hit upon an element that works like a charm for helping people really engage and perform at their highest levels. That element is "voice and choice," an untapped source of "heat."

To begin, Daniel Pink outlined two competing, research-based approaches to motivation. The most popular – carrots and sticks – is commonly used by business and industry, many government institutions, and even families. It's commonsensical. We reward good behavior - often with things of monetary value - and discourage bad behavior with sanctions or punishment. This approach, although popular, seems to work best only when the task or work requires little thought, creativity, or problem-solving, i.e., when it is relatively routine.

On the other hand, for most tasks in school and in the larger world of the information-based global economy, thinking and problem-solving are required and often in teams. For these contexts, Pink reports on decades of research that supports three major factors for optimal performance: autonomy, mastery, and purpose. Autonomy means giving some "voice and choice" to employees in relation to their work. Google has even gone so far as to allow its employees to spend up to 20% of their time each week on personal projects related to the company. Why? Because this policy has proven to significantly enhance the company's bottom line. Mastery means trying to get better and better at what we do rather than simply trying to get the job done. Purpose refers to seeing one's work connected to an enterprise larger than oneself, to a higher-order goal. He concludes that this three-pronged approach achieves engagement much more effectively than carrots and sticks in most modern contexts.

The second author, John Hattie, has revolutionized the field of education with his comprehensive summaries of research summaries (meta-analyses) together with their attendant average effect sizes. In his recent book, *Visible Learning for Teachers* (2012), he reports that the area with the highest effect size of 1.44 – the highest out of 150 areas researched - is "student expectations/self-reported grades." This effect size represents an average educational growth rate of 3.6 years per year. Even the research on "teacher expectations" with an effect size of .43 is dwarfed by the effect of "student expectations." A closely-related area is "meta-cognitive strategies" which refers to teachers and students talking

about, reflecting upon, and learning about learning. It has an effect size of .69 or approximately 1.6 years of academic growth per year.

Both of these areas involve the three domains outlined by Pink, especially large doses of student voice and choice. In fact, in a recent two-day conference (Visible Learning Institute, October 10-11, 2013) organized for him by Corwin Press, Hattie spent approximately 80% of the sessions on the importance of student meta-cognitive voice and choice as a means of supporting "student expectations/self-reported grades."

Both Hattie and Pink frequently use the term "engagement" when referring to their discoveries that seem to make the biggest impact on human performance. Following are some examples of classroom activities that generate the kinds of personal involvement or engagement supported by this research. Whereas Hattie's focus has been mainly on "meta-cognitive student voice," Pink's work would suggest a powerful effect for "cognitive student voice" as well.

1. ***META-COGNITIVE STUDENT VOICE – THE BEGINNING AND END OF LESSONS*** **-** If we begin lessons with a meta-cognitive conversation about what we're going to learn today, why we're going to learn it, and how we're going to learn it, we are helping to set high student expectations. If we end lessons with a meta-cognitive review, asking students to reflect on how the lesson went and what was learned, we offer the opportunity for meta-cognitive student voice related to Hattie's category of "self-reported grades." This simple approach of book-ending lessons with meta-cognition and student voice is often not a part of standard practice, but it easily could be**.**

2. ***META-COGNITIVE STUDENT VOICE – STUDENT EXPECTATIONS*** **-** Hattie's research lists "feedback" with an average effect size of .75 or about 1.75 year's academic growth per year. Providing feedback is one of the most important ways of helping students set high expectations. Providing students "test chats" or help in filling out their personal "data charts" are two easy ways to generate student meta-cognitive voice and choice. In this way, they have "a say" in how they're doing, how they want to perform in the future, why they're performing the way they are, and what they or the teacher might need to do to help them hit new goals in the future.

3. ***META-COGNITIVE STUDENT VOICE - STUDENT SELF-REFLECTION -*** Key to Hattie's view of "self-reported grades" is student self-reflection. Some simple ways to help students achieve this include "exit tickets," entries in a "learning log," end-of-the-semester anonymous student surveys" about how the class is going, and periodic student focus-group interviews about their learning experiences.

4. ***META- COGNITIVE STUDENT VOICE – BEGINNING OF THE YEAR*** **–** Typically, the first week of school involves organizing the class, passing out materials, and explaining rules and consequences. I see more and more teachers, however, making time and space for students to reflect on (a) what characteristics they would like to see in their teacher this year, (b) what rules and consequences would work best for them, (c) what they really want to learn most this year, (d) who they are as people, and (e) what characteristics make up a good student and a successful class.

5. ***META- COGNITIVE STUDENT VOICE - DAILY CLASS ROUTINES*** **–** There are always little opportunities every day for student voice and choice: What color pen shall I use today on the board? Shall we use white boards on this lesson? Is everyone ready? Who would like to go first or last or next? How much time do you need for this? What shall we work on first or last? Do you need a break?

6. ***COGNITIVE STUDENT VOICE – CHORAL RESPONSE –*** Admittedly, choral response - repeat after me - is a low level of processing. However, using it frequently during a lesson or – at a minimum – for a few minutes at the end of a lesson adds crucial cognitive student voice to the day. The chances for students to hear academic language in their own voice are minimal in even the best of classrooms. Choral response is one solution. Opportunities for use of choral response include sentence frames, good answers given by some students repeated by the whole class, key academic vocabulary and phrases repeated as they come up during or at the end of the lesson, repeating key steps to follow in writing or Math, achieving fluency in verbalizing Math expressions and formulae, etc.

7. ***COGNITIVE STUDENT VOICE – REFERENTIAL OR OPEN-ENDED QUESTIONS AND DISCUSSION –*** With virtually no planning at all, teachers can ask checking-for-understanding questions all day long. These are "display" questions or those to which the teacher knows the answer, e.g., "Which piece of the puzzle goes here?" or "How did the protagonist react to the problem?" On the other hand, asking "referential" questions, those to which only the student knows the answer, requires some forethought and planning. The effort – according to research by Michael Long (1983) and others – is well worth it in terms of student gains in both language proficiency and content knowledge over students who received a regimen of display questions only. It's probably no coincidence that these "open-ended" questions that inquire about a student's background experiences or knowledge, tastes, opinions, preferences, feelings, hypotheses, predictions, etc. promote such academic gains: they open the class forum to student voice and choice. Long says they also briefly equalize the status of the students with the teacher making them – at least for the purpose of the referential question – informational equals to the teacher.

8. ***COGNITIVE STUDENT VOICE – PLEASURE READING –*** There is now significant research revealing the power of self-selected pleasure reading for promoting academic gains, even on discrete-point, standardized tests. In a showdown study conducted by Shin and Krashen (2007), two six-week summer school programs were compared. One carried out a normal English-Language Arts curriculum and the other a pleasure reading program with related activities. Whereas the normal summer school program made 0% gain on one standardized test and 133% gain on another, the pleasure reading group gained 350% and 800% respectively on the two measures. A key, however, to the success of any independent reading program is student choice regarding what to read and student voice in terms of discussing what is read with someone else. Commercial independent reading programs often violate this student voice and choice component by requiring students to choose only materials "at their level" and by making them accountable through comprehension tests rather than through discussion.

9. ***COGNITIVE STUDENT VOICE – SLOT SUBSTITUTION –*** One of the most useful discoveries in recent years in my work has been the efficacy of "slot substitution." As a teaching strategy. For vocabulary instruction, students contribute to classroom "grow lists" of structural word families (-at, str-, -ll-, dis-, -ive, -spect-, -graph-, -tele-, etc.), tiered vocabulary (Hi – Hello – Salutations), cognates (nation –nacion), and idioms (drives me up a wall). For, example, the teacher might start a category (suffix -ive) each week on a piece of chart paper, and students then find words to fill in the slots during the week (active, passive, intensive, expressive, pensive). The chance for kids to make public contributions to classroom word lists is engaging. Students can practice sentence frames by filling in the slots with their own contributions. In Math, they can make up their own problems to share with the class by changing the variable in one slot

of an expression or word problem. In writing, students can take a favorite story and change the slots represented by the main characters, the setting, and the ending to make up their own, albeit scaffolded, story. In my own experience, every time I have used "slot substitution" in a lesson, the student reaction is immediate! The affect is suddenly more positive and energy levels go up dramatically!

10. ***COGNITIVE STUDENT VOICE – PERSONAL RESPONSES & WHY*** **–** The Carnegie Corporation did a review of the literature on writing to learn (Graham & Hebert, 2010). They found numerous studies in three major categories: increased frequency of writing (the lowest effect size), programs to teach the specifics of good writing (moderate effect size), and studies on students summarizing (including writing outlines and taking notes) and writing personal responses. The effect size for summarizing was .52 whereas that for "personal responses" was the highest at .77 (.4 = 1 year's growtb). Is it any wonder that the domain with the most student voice should have the highest impact on learning? These data suggest that we should spend a good amount of time actually teaching kids how to summarize – as opposed to just assigning it. And we should teach them how to add a personal response to each summary. In support of the Common Core, we might also ask them to give a "why" for those personal responses.

11. ***COGNITIVE STUDENT VOICE – PUBLISHED, INFORMATIVE WRITING*** **–** In 2000, educational researcher Doug Reeves wrote a seminal paper on the discovery of a number of "90-90-90" schools. In spite of enrollments of 90% receiving free and reduced lunch and 90% representing ethnic minorities, the schools beat the odds by having 90% of their students working at grade level on standardized tests. Among the handful of key characteristics of these successful schools was a certain kind of writing. That is, students completed error-free, publishable informative pieces of writing – once a month in elementary and once a quarter in secondary schools. This activity is a perfect venue for giving students voice and choice about their topic and how they choose to present it. Many of my schools have gone a step further by actually publishing class sets of student writings on classrooms book shelves and in the school library.

12. ***COGNITIVE STUDENT VOICE – STANDARDS-BASED PROJECT-BASED LEARNING*** **–** Although not yet commonplace, standards-based project-based learning promises to be a godsend for helping students learn the Common Core in authentic ways as well as practice a variety of 21st century skills (multicultural, financial, and entrepreneurial literacy; problem-solving; creativity; team skills; etc.). The essence of successful project-based learning is student voice and choice, aided and guided by the teacher. It wouldn't be too far-fetched to consider an investment of 20% of the year (remember Google!) devoted to students working in groups to produce authentic knowledge products which they might share in one or two school wide student conferences per year. In fact, it may be the only good way to help students acquire 21st century skills using the Common Core in a school setting.

See the attached graphic for a summary of the key domains outlined in this paper for achieving student engagement in practical ways in today's Common Core classrooms. So, how feasible is it to achieve student engagement over merely compliant behavior? Can we close the achievement gap for higher and higher percentages of low income, minority students in the Common Core without it? Will students continue to be left out in the cold, without the "heat" of personal engagement?

NEXT STEPS – FIVE CONSIDERATIONS

MODIFICATIONS – First, as you consider adopting any of these strategies, think about what you already do that can be tweaked. If your students already take notes or write summaries, be sure to add personal responses and a "why." If you already use "proximity," make sure you get and give feedback while walking around. If you already tell kids the objective for the day, have them chorally repeat it along with any key vocabulary and add a "why" for that objective.

EASY THEN DIFFICULT - Second, think about what is new here for you. You might start with the easier strategies over the harder ones. For example, implementing project-based learning every six weeks or published, informative writing every month are more complex innovations. Posting a new "grow list" of three columns of spelling patterns or three columns of prefixes, suffixes, and roots, to be filled out by students each week, would be considerably easier.

CALENDAR - Third, think about when would be the best time to implement new strategies. Some lend themselves to the beginning of the year: establishing good relationships and getting to know each other; giving students voice on rules, consequences, and curricular focus areas; or starting personal data charts with bar graphs and new targets for each assessment. Others can be started whenever you have the time and energy: referential questions, choral response, exit tickets, or slot substitution in Math and Language Arts. Ideally, you might consider adding at least one new strategy a month. Finally, your first try at project-based learning or published, informative writing might come in the spring right after the state assessments.

CAMPAIGNS – Letting a thousand lights shine is never as powerful as a group of educators holding hands and consistently implementing a given set of strategies across a grade level, department, or, better, across a school. Collaboration on like tasks provides for better implementation. And, students experiencing the same strategies year after year in the same school can and will beat the negative effects of poverty and minority status.

LEADERSHIP - The engine for innovation and continuous growth in a school is a strong instructional leadership team. Both administrators and teachers must commit to a higher-order purpose and have the courage to ask their colleagues to upset their routines by trying new strategies for the sake of their students. This stance can be uncomfortable but edifying in that it brings out the best in all of us. So, take a leap of faith. Try some new things. Make them work!

Dennis Parker June, 2014
(916) 240-0133
dp1018@pacbell.net
www.strategicschooling.com

SUMMARY: SOURCES OF ENGAGEMENT

	RELATIONSHIP "… BECAUSE I LIKE AND RESPECT MY TEACHER."	**INTEREST** "… BECAUSE I LIKE IT; IT'S INTERESTING & FUN."	**FEEDBACK** "… BECAUSE I SEE WHERE I'VE BEEN, WHERE I'M GOING, & HOW TO GET THERE"	**BELIEFS** "… BECAUSE I BELIEVE I CAN DO IT."	**VOICE AND CHOICE** "… BECAUSE I HAVE SOME "SAY IN MY DAY."	
					META-COGNITIVE	**COGNITIVE**
Definition	Between teacher & student: including a positive social connection, mutual respect, & some student voice & choice; reflects caring, warmth, & advocacy.	Students naturally interested in or helped by the teacher to be interested in lessons, topic, materials, activities, etc.	Frequent visual and verbal feedback to students focusing on outcomes & effort, details of the work as opposed to personal traits, and results relative to ambitious targets and future changes in behavior.	Belief in dynamic rather than static intelligence or talent, that effort trumps talent, and that academic success is appropriate for everyone, not just "whites" or the "gifted" or the "wealthy, " etc.	Student reflections in speech and writing about what & how they're learning, how it feels, setting goals, how to fix mistakes, how to do better, opinions about the learning, etc.	Student verbal and written voice & choice related to the cognitive content of the lessons (concepts, vocabulary, skills, operations, protocols, etc.).
Teacher Strategies	*Chat with students about topics not related to your role. *Get students to do something at your request. *Give them some incidental or significant, meta-cognitive or cognitive say in their day.	*Act interested in your lesson, the material, the activities, students and their work. *Change the pace of instruction, use interactive or hands on activities. *Connect to students' background knowledge, experiences, preferences, & opinions.	*Provide visual feedback with classroom data walls and personal student data charts. *Provide verbal feedback with "test chats." *Provide verbal feedback on effort and outcomes; negative feedback is always followed by a "Let me help" or "You can do better" message.	*Explain the advantages and disadvantages of static vs dynamic mindsets related to intelligence and talent. *Explain the false notion to "involuntary" minorities that doing well in school is "acting white." *Provide legitimate recognition for academic success (high and gain performance) to high numbers of students to provide a context of "safety in numbers" for students threatened by high academic performance.	*Introduce lessons with a "what" (objective, key vocabulary, & activities), and a "why." *Debrief lessons by having students say what they learned & how it felt (exit tickets, learning logs, white boards, discussion, quizzes) *Give students some voice and choice in how the lesson is carried out (sequence, pace) *Get student input in the fall on rules, procedures, content, teacher and student traits, etc.	*Ask frequent referential questions. *Students select their own independent reading materials & topics for informational writing. *Elicit frequent personal responses. *Use choral response and white boards. *Use slot substitution for students to generate their own examples, math problems, & "grow lists" of vocabulary, sentence frames, grammar, etc. *Have students produce & exhibit standards-based projects.

REFERENCES

1. Allington, R.L. & McGill-Franzen, A. (2013). Summer reading: Closing the rich/poor reading achievement gap. New York: Teachers College Press.

2. Colvin, G. (2008). Talent is overrated: What really separates world-class performers from everybody else. New York: Penguin.

3. Damasio, A. (1994). Descartes' error. New York: Putnam.

4. Dweck, C. S. (2007) Mindset. New York: Ballantine Books.

5. Gladwell, M. (2008). Outliers: The story of success. New York: The Little, Brown and Co.

6. Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

7. Hattie, J. (2012). Visible Learning for teachers. London: Routledge.

8. Hattie, J. (Oct 10-11, 2013). Visible Learning Institute, Westlake Village, CA: Corwin.

9. Long, M.H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied linguistics,* 4(2), 126-141.

10. Maltz, M. (1960). Psycho-cybernetics: A new way to get more out of life. New York: Prentice-Hall.

11. Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works. Alexandria, VA: ASCD.

12. Ogbu, J. (1978) Minority education and caste: the American system in cross-cultural perspective. New York: Academic Press.

13. Partnership for 21st Century Skills. (2008). 21st century skills, education & competitiveness: A resource and policy guide. Tucson: Partnership for 21st Century Skills.

14. Pink, D. (2009). Drive: The surprising truth about what motivates us. New York: Riverhead.

15. Reeves, D.B. (2000). *Accountability in action: A blueprint for learning organizations.* Denver: Advanced Learning Press.

16. Shin, F.H. & Krashen, S.D. (2007). Summer reading: Program and evidence. New York: Pearson.

17. Toshalis, E. & Nakkula, N.A. (April, 2012). Motivation, engagement, and student voice. Boston: Jobs for the Future.

18. Wolfe, P. (2001). Brain matters: Translating research to classroom practice. Alexandria, VA: ASCD.