Closing the Achievement Gap and New Educational Standards: Reading, Writing, Self-Regulation, and the Struggling Reader

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Handouts and Resources are Here!
http://goo.gl/umXAx2
Or scan

Setting the Context for 21st Century Learners

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Our World Has Changed

The Digital Age…. The Information Age

Recording Information
A 21st Century Interpretation of Bloom’s Taxonomy

Preparing our Students for College and Careers in the 21st Century and Closing the Achievement Gap

THE PREMISE

Children raised in disadvantaged environment are more likely to be exposed to violence, discrimination, abuse and other negative life experiences detrimental to their mental health and positive development.

(Buckner, Mezzacappa & Beardslee, 2003)

THE PREMISE

Children who possess a strength of resilience are more likely to be well-adjusted, and self-regulated toward success.

(Buckner, Mezzacappa & Beardslee, 2003)
Therefore, strong self-regulation skill development along with support for resilience can significantly affect mental health and academic success.

The process by which we personally engage in appropriate action, thoughts, feelings, and behaviors in order to pursue valuable academic goals.

Self Regulation and Balanced Literacy

Instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

Extensive research establishes the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas.

What is Balanced Literacy?

Instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.
Four Phases of Self-Regulation
Based on work by Zimmerman, Bonner, & Kovach, 1996; Zimmerman & Kitsantas, 1997

1) Modeling & Observing
2) Copying & Doing
3) Practice & Refinement
4) Independence & Application

Prevention-V-Promotion
Preventative Strategies

- Essential for survival
  - “I won’t do it because…”
  - There is danger involved
  - It’s a risk
  - I’m afraid
  - It takes too much time
  - It’s not worth it
  - It’s too hard/challenging/beyond my limits
  - I could fail

Promotional Strategies

- Essential for success
  - “I will do it because…”
  - There is a thrill in trying
  - I enjoy the risk
  - I’m driven
  - It’s worth the time
  - It’s worth achieving to goal
  - I like the challenging/to go beyond my limits
  - I could succeed

Critical to Success

- Situational awareness:
  - Knowing which strategies to use and when!

Mindset

- Knowing which strategies to use and when!
Defining Mindset
Dr. Carol Dweck, 2006

» Fixed:
» Intelligence and talent are fixed traits
» Emphasis is on documenting intelligence and talent
» Success is achieved because of intelligence and talent

I can’t because...

» In the fixed mindset, learners:
» Lack confidence
» Have a difficulty admitting/correcting mistakes
» Won’t ask for help
» Don’t recognize the need for effort
» Therefore, failing threatens sense of ability or reinforces lack of ability
» Don’t develop:
  » Resiliency skills, locus of control, efficient study habits, organizational skills...

Defining Mindset
Dr. Carol Dweck, 2006

» Growth
» Believe that most basic abilities can be developed
» Begin with what you have and build from there
» Dedication and hard work (effort) lead to success
» Are confident

Shifting the Mindset

“Success is about being your best self, not about being better than others; failure is an opportunity, not condemnation; effort is the key to success.”
Strategies to “I Can!”:

**AFFECT**

- Recognize ability to adapt to, shape and/or select environments where abilities will be nurtured or challenged (Sternberg).
- Provide accurate constructive feedback that focuses learner on strategies for improvement.
- Praise effort not ability.
- Teach challenges worth solving.
- Value and encourage curiosity.

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**DEVELOPMENT**

- Assist students in identifying learning strengths and limitations.
- Use effective learning practices consistently from grade level to grade level.
- Use graphic organizers to set structures, gradually reduce need.
- Learning toward autonomy (centers)
- Learning responsibility.

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Self-Regulation in Learning and literacy skill development while learning content leads to College and Career Readiness.

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Sample Strategy that Combines Self-Regulation, Literacy Skills and Content Knowledge Development.
What are Learning Stations?

In learning stations, students work in small groups or individually.

Each station has a clearly articulated learning activity.

Each station is designed for students to work individually and collaboratively.

Getting Started: A Checklist

1. Write out all directions for the students for each station.
2. Explain procedures and have them written out and posted in your classroom.
3. Create a “make up station” at the end of the rotation so that students can complete any unfinished work. Review and revision are key in the development of literacy skills sets.

The teacher should circulate among the groups to facilitate answers and questions about the work.

Formal assessment occurs when the students have finished the unit.

When possible, give students a choice at each station.

I like to make a poster for each station.

Let’s look at a model for learning centers.

A Classroom Picture
Sample Stations for First Rotation

- Vocabulary Activity
- Reading Strategy
- Teacher Led

- Writing Activity
- Listening or Viewing Center
- Make Up Center
Sample Center Activities

**REQUEST**
1. Prepare a table that has a clearly identified request for service that is necessary and well-defined.
2. Source the text prior to reading. Discuss expectations and responsibilities.
3. If you need the student to give an oral presentation, have the group prepare a script and practice.
4. Have the student read and summarize the text. Ask for a summary in the format of the text. The student may then ask questions about the text.
5. Have the student read and summarize the text. Ask for a summary in the format of the text. The student may then ask questions about the text.
6. Close the reading, question, and write for the next session.

**TEXT, THINK, CONNECT**
1. Text Focus/In this session, you will review important information. This information will include short quotes or words and phrases that inspired the model.
2. What do you think about the text? Write a paragraph, students, students, students about what you think about the text and the author’s message. Record your impressions and make efforts to interpret the text.
3. Connections: When we read, we make personal connections with the text. We connect the text to our personal experiences, knowledge, and beliefs. In the session, students realized what the text means to you in your personal life.
4.强行阅读、总结和写作。为下一次阅读做好准备。

**Helplessness v Asking for Help**

<table>
<thead>
<tr>
<th>Helplessness</th>
<th>Asking for Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learned</td>
<td>Learned</td>
</tr>
<tr>
<td>Give up easily/resignation</td>
<td>Requires persistence</td>
</tr>
<tr>
<td>Out of personal control</td>
<td>Taking personal control</td>
</tr>
<tr>
<td>Not worth the effort</td>
<td>Finding the value</td>
</tr>
<tr>
<td>Not my fault</td>
<td>Taking ownership</td>
</tr>
<tr>
<td>Not likely to change</td>
<td>Can change with effort</td>
</tr>
</tbody>
</table>

**Overcoming Helplessness**
- Teach how to reduce stress (yoga, breathing, visualization)
- Offer situations worth the effort, time, energy (value)
- Show how students have control over outcome (control)
- Show how students are responsible for outcome (locus)
- Show how student actions can change outcome (stability)
- Build confidence through strategy development
- Provide students with strategies for failure
- Provide students with strategies for success
- Suggest meaningful rewards
- Teach how to delay gratification
- Use “positive affirmations”

**Structure**
- Consistent! Concise! Concrete!
  - Guidelines/Policies/Procedures
  - Expectations
  - Schedule
  - Limitations
  - Consequences
  - Directions

- Posted
- Discussed
- Reviewed
Suggestions for Teachers

› Live the growth mindset:
  › Show your students your love for challenges
  › Use your mistakes as a learning tool
  › Discuss the effort you put in daily
  › Display your continued learning

› Constructive criticism builds confidence

Growth Mindset Questions*

› Name one thing you learned today?
› Tell me about a mistake you made today that taught you something about yourself?
› Name something you worked hard at today?
› Tell me one thing that you were proud of in your learning today?
› Tell me something you would change about your learning today?
› Tell me one specific goal you will set for yourself tomorrow?

*Don’t accept:
› “Nothing”
› “I didn’t learn/do anything today”
› “I didn’t try hard”

All of the above answers tell you and your students something…

THEY NEED TO WORK HARDER, OR NEED GREATER CHALLENGE!

Growth Mindset Complements

› I’m proud of how much effort you put forth to achieve what you did.
› Wow, you worked hard and that hard work paid off!
› Your perseverance shows in your work.
› I’m impressed at how patient you are when you are met with a challenge.
› Even though you may not have achieved your goal, I can tell you tried your hardest.
More Growth and Closing the Gap

- East St Louis, MO
- Anderson, IN
- Xenia, OH

Discussion

- Issues
- Concerns
- Possible causes
- Possible solutions

How to Reach Me

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