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# Using Classcraft As A Positive Behavioral Intervention Strategy In The Classroom

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USING CLASSCRAFT AS A POSITIVE BEHAVIORAL INTERVENTION  
STRATEGY IN THE CLASSROOM

By

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A capstone submitted in partial fulfillment of the requirements for the degree of Master  
of Arts in Literacy Education

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### Epigraph

“Education is the most powerful weapon which you can use to change the world.”  
- Nelson Mandela

### Dedication Page

To my husband, who supported and encouraged me every step of the way throughout this journey. I am forever thankful that you saw how important this was to me and never let me quit. To both of my sons, who put a smile on my face and remind me of everything I am grateful for. And to my students, who challenge me every day and make me a better teacher and person. I have learned so much from each of you.

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## **Chapter One**

### **Introduction**

#### **Background**

As a student, from elementary through college, I was the girl who had her homework done before it was due. Regardless of who I was paired with, if a teacher asked me to work in a group, I did so willingly. I knew who the difficult students were and would try to take them under my wing. I heard words at my school conferences such as, “responsible,” “participates,” and “helpful.” I should have known then I would be a teacher.

My first 2 years of teaching were a whirlwind. I was now in charge of a classroom and secretly prayed there was a little boy or girl, like the younger version of myself, who would take the difficult children under their wing; the children who were not getting their work done, or were too busy talking to listen to the directions. I thought back often to everything I learned in college and student teaching. Even though it was all applicable, the moment I first stepped into my own classroom, now solely in charge of the dynamics of that room, I thought to myself, “I wish I had a lesson plan for the students who were not motivated to achieve their potential!”

I heard about Classcraft, from a colleague, and wished I would have known about it sooner. In Classcraft, students work together in teams, in a video game setting, to earn points for positive behavior, enabling them to unlock real-life powers and customization options for their avatar. It dawned on me, “Why don’t I put together a professional development plan and professional development presentation, for new or experienced

teachers, that outlines the premise of Classcraft and its benefits as a tool to use for classroom management?” This also led me to explore my research question, *How does Classcraft, a positive behavioral intervention strategy, increase student motivation in the classroom?* In Chapter one, I look at the topics of positive and behavior intervention supports, the students who make up Generation Z, social and emotional learning, and why I want to research these topics further in relation to my research question.

### **Personal Connection**

I remember being an elementary student. I was shy. I was the student who prayed the teacher would call on me only if my hand was raised. I was always engaged in the lesson the teacher was presenting because I assumed that was my “job” and it was expected of me. It never occurred to me to be like the little boy who was secretly playing with his action figures under his desk. Or the girl who was writing her name in big, bubble letters on her worksheet, and then frantically erasing when the teacher was near. I thought to myself, “Why don’t these kids pay attention?”

As I progressed into middle school and high school I will admit, my mind often wandered to topics other than finding the mean, median and mode. I found myself more interested in the folded up little paper football notes that students were sneakily passing around the room. I became envious of the students who sat quietly, feverishly jotting down everything the teacher said.

Growing up in my household it was an unwritten rule that my sisters and I were expected to behave in class and always listen to the teacher. If we had homework, it was to be done. There was not a twenty dollar bill handed to me if I got an “A” on my report

card. I was told, “Great job. Keep it up.” I just assumed that is how it was for everyone. As I now stand in the front of the room as the teacher, I often wonder what is going on inside my students’ minds. Are they thinking about the lesson or are their minds drifting elsewhere?

In college, I vividly remember learning about Maslow’s hierarchy of needs. I felt safe and like I belonged. It was hard for me to rationalize how that was not the same for everyone else. I remember leaving that class and wishing I had learned more about the social and emotional needs of students, and less about teaching phonics and vocabulary because what would I do with the students who could not or would not learn because their basic needs were not met? It took me fifteen years of teaching and starting graduate school before I said, “Enough is enough.” There has to be a better way to manage my classroom.

### **Positive Behavior Intervention Supports**

Our school recently adopted PBIS which stands for Positive Behavior Intervention and Supports. Our motto is, “Keep it REAL”. REAL stands for respect, effort, attitude and (our optimal goal), learning. The implementation was met with mixed reactions from staff. Some staff viewed it as the best thing to come along since the online gradebook. Others met it with resistance and hesitation. My school’s administrator felt the need for everyone to be involved—from the custodians and the lunchroom staff, to the secretaries and the teachers. Each of these people interact with students, on some level, daily.

I have to admit, being a middle school teacher, I hoped my students entered sixth grade with these skill sets in place. Did I really have to give them a REAL Deal ticket (to be turned into the office to be placed in a drawing for prizes) for pushing their chairs in when they left my classroom? Should they not automatically be doing that anyway? It was these feelings, met with the curiosity of what truly motivates students intrinsically and extrinsically to push me to research my topic. I want to further explore how using positive behavior intervention strategies influences student motivation.

### **Generation Z**

Having been born in 1980, I am what many would consider a part of the Generation Y. According to an article by Kane (2017), millennials are characterized as being tech-savvy, family-centric, achievement-oriented, team-oriented and prone to job hopping. I remember going to a computer lab and learning basic typing skills. We were fortunate to have a computer at home, though I mostly enjoyed it for playing The Oregon Trail. My interaction with other students was face to face or at the very least over the phone. There were no chat rooms or instant messenger for me to connect with my friends.

The students I am teaching are a part of Generation Z, or the iGen. These students are growing up in the age of technology both in and outside of the classroom. Our school has a one to one device initiative. My sixth graders each have a Chromebook. About ninety-five percent of my students have the Internet at home. Social media and smartphones are a part of their very existence. Teachers now are working with future entrepreneurs, who are reliant on technology. Gaining the attention of students, who are used to living in a virtual world through gaming and social media, can sometimes feel

like a daunting task. Most Generation Z's are used to having an app for anything and everything. Surpassing what I grew up with are the constant multitasking and stimulation of technology.. Since starting graduate school, I have often wondered how I would have made it through college with the constant distractions of my iPhone, laptop and Youtube. Understanding the characteristics of Generation Z students may just be the ticket when it comes to knowing how to motivate and engage them in the classroom. This is why I think Classcraft is an excellent teaching tool to develop social and emotional skills.

### **Social and Emotional Learning**

In my fifteen years of teaching, I have taught elementary and middle school-age students. I have also taught elementary, middle, and high school special education. Just as each person is a unique being, so are the ways in which we interact and react to students and they respond to us. I had a student last year, Joe, who threw all of my bag of tricks out the window. He was eleven and living with a foster family, soon to be adopted by them. He had endured a very difficult childhood, to say the least. He came to school each day, proclaiming it was the last place he wanted to be. I would greet him with an enthusiastic smile and he would respond with a grunt and roll of the eyes.

In class, the only attention he seemed to want was the negative kind. Students started to seem to expect his inappropriate comments and while at first were shocked, eventually were met with laughter. Like a virus, his actions began to spread to others. Now the classroom no longer felt like the engaging, motivating, and safe environment I intended it to be. It felt out of control. I met with my sixth grade team daily and we would

contemplate the best way to get these students on track and gain the leadership of our classroom again.

Joe became one of the primary reasons I became curious about better understanding the social and emotional learning of students. If I could find skills, strategies, or a program that helps develop the character of a student, maybe I could get through to another Joe and help him to understand that his decisions help contribute to the dynamics of the classroom. Social and emotional learning is a timely and relevant subject for all teachers. According to Weissberg (2016), “Students are more successful in school and daily life when they know and can manage themselves, understand the perspectives of others and relate effectively with them, and make sound choices about personal and social decisions” (para. 9). Along with that, there are many short- and long-term benefits of SEL. They include a more positive attitude, positive relationships with peers and adults, and improved test scores, grades and behavior. (Weissberg, 2016). One way I chose to explore the development of a student’s social and emotional learning was to examine the impact of positive behavior intervention strategies in the classroom.

### **Research Question**

From my own experiences as an adolescent, as well as my fifteen years of teaching, I have witnessed the many challenges teachers face in creating a classroom where students are engaged, motivated, and work together as a team. Understanding what drives a student intrinsically and extrinsically toward achieving their goal is beneficial when trying to manage a classroom and a plethora of student behaviors. As a sixth grade teacher, I would like to create a professional development plan that outlines the premise

of Classcraft and its benefits. I would also like to create a professional development presentation that walks through the components of Classcraft and how to tie it into a PBIS classroom. To accomplish this goal, I am investigating the question, *How does Classcraft, a positive behavioral intervention strategy, increase student motivation in the classroom?*

### **Chapter Summary**

When students enter my classroom, it is my duty to provide an environment that is engaging and empowers students to be motivated learners. The classroom becomes a small community where students trust one another and feel encouraged to work together as a team, aware of their individual strengths and weaknesses. Often times, I find myself struggling with ways to keep my students engaged and motivated. As the leader of the classroom, I feel it is my responsibility to offer fun and rewarding strategies that meet the variety of needs that enter my classroom daily. It is my hope, that by using a positive behavioral intervention strategy such as Classcraft, I am using factors such as intrinsic and extrinsic motivation. I am also providing guidance for the student's emotional and social learning to create a professional development plan for teachers to use in building a classroom environment where students are excited to be and learn. In Chapter Two, I examine literature that explores what motivates students intrinsically and extrinsically.



## CHAPTER TWO

### Literature Review

#### Introduction

As my years of teaching have progressed, I have seen a change in the amount of technology that is prevalent in the classroom. Technology has transformed the way educators teach and has demanded speed in everything we do, losing the opportunity to pause to contemplate or risk losing our student's attention. I grew up in the era of flashcards and notecards. Students of today have an app for everything at their fingertips. I used encyclopedias, and other reference books for research, whereas in 2018, students are watching YouTube, listening to podcasts, or browsing the web. With the manner in which material is presented began to change, I wondered how I would continue to engage my students and motivate them in the classroom.

In this chapter, I explain the difference between intrinsic and extrinsic motivation and how they play a part in the classroom's dynamics. I also discuss social and emotional learning and how they affect the students of Generation Z. Lastly, I explore why gamification, such as Classcraft, plays an important role in the classroom. Exploring these topics will help me to answer the research question, *How does Classcraft, a positive behavioral intervention strategy, increase student motivation in the classroom?*

I learned about classroom management in my undergraduate classes, as well as my student teaching experience. While these strategies were all helpful in creating my own classroom management style, the influx of a new type of learner, referred to as

“Generation Z”, has changed the way I am able to motivate students and engage them in the classroom. Wilhelm (2009) stated, “The research base is clear: the most important factor that affects and improves student learning is quality teaching” (p. 36). I yearned for a way to hold all of my students to high expectations while also promoting their self-esteem and building their confidence.

These circumstances piqued my interest in deciphering the best way to motivate and engage students, who are growing up in the generation of technology and do not know any different. Trying to keep students entertained, while competing with technology, I often wonder why I am so surprised at the exhaustion I feel at the end of the day.

### **Intrinsic vs Extrinsic Motivation**

#### **Intrinsic Motivation**

Intrinsic motivation is doing something because it is personally rewarding. People who are internally motivated do something because it brings them pleasure, they deem it important, or feel it is significant to reach their goal (Cherry, 2018). They do the right thing because they are motivated to do what they believe is right. Examples of intrinsic motivation include running a race because one enjoys running, cleaning the bedroom because one likes things picked up and organized, and playing a game because it is exciting (Cherry, 2018).

Many students become disengaged during their middle school years. Research, according to Cherry (2018), has shown that academic failure in middle school coincides with lack of graduation from high school. It is imperative to the academic proficiency of

students that their motivation is piqued in middle school so as to set them on the high school graduation path (Ruiz, 2012). There are several ways to foster intrinsic motivation within the classroom, and providing opportunities for students to be successful may help increase student motivation. According to Ruiz, middle-schoolers, in general, are not internally motivated to learn, which proves to be a challenge for both novice and experienced teachers. Teachers compete with television, video games, and other technology that provide students with instant gratification (Ruiz, 2012). Teachers can help motivate by creating a student-centered classroom where students have choices. Students need to feel competent and in control of their learning to be motivated and engaged (Quate & McDermott, 2009).

Offering students choices and allowing them to feel some control over their decisions and environment may help intrinsically motivate them. According to Spaulding (1992), “intrinsic motivation is largely a function of feeling in control, teachers who want to promote their students’ intrinsic motivation must learn how to give their students real opportunities to control their learning environments” (p. 44). Teachers can use statements of encouragement and focus on students’ effort and not their ability. Cherry (2018) stated that positive feedback can help increase intrinsic motivation. If teachers set high but realistic expectations, as well as provide clear learning goals at the beginning of activities so students can work toward those goals, they may foster intrinsic motivation in the classroom (Warmuth, 2014).

According to Spaulding (1992), academically motivated students tend to not have to be disciplined as frequently. They listen when expected because they are interested in

what is being said. According to Wilhelm (2002), “students must be wide awake to how what they are learning matters and can be used. If not, students will be disengaged and will not learn” ( p. 37). The goal is to move from extrinsic to intrinsic motivation and give students an opportunity to take control as well as the ability to take control of their learning (Spaulding, 1992).

Intrinsic motivation is the ultimate goal in motivating students in the classroom. Offering students choice, and allowing them to feel some control can help intrinsically motivate students. Furthermore, teachers can create a classroom where students receive frequent feedback, encouragement, and understand the realistic expectations of the classroom. Understanding how students are intrinsically motivated will help me in connecting to my research question, *How will Classcraft, a positive behavior intervention strategy, increase student motivation in the classroom?* In the next section, I discuss extrinsic motivation and its role in the lives of adolescents in the classroom.

### **Extrinsic Motivation**

The last section explained what intrinsic motivation is, examples, and how it plays a role in the classroom. This section looks at its counterpart, extrinsic motivation, how it differs from intrinsic and how it plays a role in adolescents’ lives.

According to Cherry (2018), extrinsic motivation is performing a behavior to earn a reward or avoid punishment. Examples of extrinsic motivation include cleaning your bedroom to avoid being grounded by your parents, running a race to win an award, and studying for a math test to get a good grade. Extrinsic motivation can stimulate interest in something where there was not initial interest before. It can be used to motivate in hopes

the activity becomes intrinsically motivated. Each type of motivation (intrinsic and extrinsic) can have different effects on behavior (Cherry, 2018).

Also according to Cherry (2018), extrinsic motivation comes with advantages and disadvantages. Advantages of extrinsic motivation may include driving a person to perform a task even if they are not interested in it, and allowing students to set goals. Disadvantages of extrinsic motivation include that it is not sustainable. It is likely that if the rewards are the same year after year, it likely will not motivate students to work harder. Extrinsic motivation can also make an activity less enjoyable as people may lose interest over time.

Alfie Kohn (1993), in his book, *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*, stated "To take what people want or need and offer it on a contingent basis in order to control how they act-this is where the trouble lies" (p. 4). Kohn viewed this as behavioral manipulation. (Kohn, 1993). Kohn (1993) believed, "Good management, like good teaching, is a matter of solving problems, and helping people do their best" (p. 16).

Palank (2015) suggested we should never rely on punishment and reward to persuade students to comply with requests. Teachers should have students set goals, and help set class rules to hold them accountable.

Many writers and researchers claim that giving students high grades, prizes, money, and even praise for engaging in an activity may be effective in getting students to perform a task, but performance and interest are maintained only as long as the rewards keep coming. (Cameron, 2001, p. 1).

Other studies have found prizes and rewards counterproductive. “Some studies have suggested that, rather than always being positive motivators, rewards can at times undermine rather than enhance self-motivation, curiosity, interest, and persistence at learning tasks” (Deci, 2001, p. 1).

According to Quate and McDermott (2009), the tendency is for motivation to decrease throughout the years. Perception is the driving force of behavior and perception becomes reality. Change takes time and moves from the inside out. Ultimately, everyone’s experience is different (Fay & Funk, 1995). Extrinsic motivation involves wanting to earn a reward or incentive for effort. Optimally, extrinsic motivation will lead to intrinsic (Quate & McDermotto, 2009). Being aware of the differences between intrinsic and extrinsic motivation, and how they affect student behavior, will help me in answering my research question, *How does Classcraft, a positive behavioral intervention strategy, increase student motivation in the classroom?*

### **PBIS in the Classroom**

Understanding motivation helps educators understand how and why adolescents make decisions. In this section, I look at the idea of PBIS in the classroom and how it may be used to motivate students both intrinsically and extrinsically. In 2018, the role of a teacher has become increasingly multidimensional, as the classroom must adapt to the diverse academic and behavioral needs of students. It has been cited that many novice teachers feel classroom management is their biggest concern, and also one of the reasons they eventually leave the profession (Scott, Park, Swain-Bradway, & Landers, 2017).

PBIS stands for Positive Behavioral Interventions and Supports (Himmele & Himmele, 2011). PBIS is a framework for delivering whole-school and additional tiers of behavior support to improve educational outcomes for all students. Tier 1 focuses on supporting all students. Tier 2 focuses on targeted interventions for students not responding to Tier 1. Tier 3 interventions are intensive and individualized. PBIS is meant to improve social, emotional, and academic outcomes for all students. Higher-order thinking skills take students beyond simple engagement and allows them to be cognitively engaged, reflecting and analyzing what they are doing. Ultimately, engagement helps students stay in school and be successful. (Himmele & Himmele, 2011).

According to Palank (2015), in a PBIS classroom the environment is predictable, consistent, and positive. A huge component of making the classroom predictable is having routines, where students are part of the process of developing expectations. Students need to be taught routines, such as knowing where, when, and how to store personal possessions, where to get supplies, and where and when to turn in work. Creating effective classroom management within a PBIS classroom, encourages teachers to recognize and reward positive behavior. The goal is to prevent negative behavior from occurring. Engaging students during academic instruction may help reduce problem behaviors. Examples of engaging students may include providing frequent feedback, connecting to students' lives, and allowing students choice.

Also, according to Palank (2015), comes the stance that PBIS is a “carrot-and-stick” model. It views PBIS as persuasion as the measures help control the

students. Extrinsic motivation may offer short-term motivation but “external rewards are said to be controlling and to interfere with a basic human desire for self-determination” (Cameron, 2001, p. 4).

Teachers can build positive relationships with students by showing interest and concern for them, staying calm, consistent, and having high but attainable expectations. Quate and McDermott (2009) stated there are six C’s to creating a classroom that motivates students, nurtures engagement, and aligns with the goals of PBIS. The six C’s include creating a caring classroom community, checking in with students frequently and providing feedback, offering students choice in their learning so they feel some control, allowing students the opportunity to work in a collaborative, supportive environment, giving students appropriate challenges, and celebrating success. Within the six C’s there are: choice, challenge, control, collaboration, construction meaning, and consequences.

Choice helps in classroom management as it allows students to think for themselves rather than adults thinking for them. But, allowing choice can feel risky—students may take on more than they can handle and they may make poor choices (Quate & McDermott, 2009). Challenges can contribute to engagement because the engagement in the experience motivates the student. On the other hand, if students face a task without the requisite skills, it may backfire. Quate and McDermott (2009) noted that “if they think they’ll perform poorly on a task, many of them won’t be willing to give it a go” (p. 97).

In a PBIS classroom, teachers should allow choices—both socially (choosing where to sit) and non-socially (deciding which book to read). There should be a balance



between easy and moderately challenging academic tasks. Students need to know the expectations and if they feel so engaged in making choices, they may forget they did not want to do any of it. Fay and Funk (1995) suggested, “a child with some control over his or her life will spend little time trying to gain more....Teachers gain control by giving some of it away!” ( p. 143).

PBIS is meant to create a nurturing environment for students where they feel cared-for, supported, and allowed to think for themselves. In the next section, I explore social and emotional learning and how understanding what drives a student may help to motivate them.

## **Social and Emotional Learning**

### **Introduction**

According to the <https://casel.org>, “Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

### **Five core areas**

In this section, I define the five core areas of social and emotional learning. I also look at the connection of social and emotional learning to student motivation. Weissberg (2016) notes, “social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students’ ability to succeed in school, careers, and life” (p. 1). According to Weissberg (2016), there are five key areas to successful social and

emotional learning. The first area of social and emotional learning is self-awareness, which is understanding one's emotions, goals and values. This includes being aware of one's strengths and weaknesses. The second area is self-management, which is regulating emotions and behavior. This area includes managing stress, controlling impulses, and setting and working towards goals. The third area is social awareness, which is the ability to understand, empathize, and feel compassion. This area is important for students in order to recognize family, school, and community resources and supports. The fourth area of social and emotional awareness is relationship skills, which include communicating, listening, and cooperating. This area includes communicating clearly, listening actively, and seeking and offering help when necessary. Finally, the last area is responsible decision-making, which is learning how to make choices about behavior and social interactions. This is also acknowledging the well-being of one's self and others (Weissberg, 2016).

Students learn social and emotional skills in school. Benefits of SEL include: students learning to manage their behavior, making good choices personally and socially, understanding the perspectives of others, readiness for education, and engaged citizenship (Weissberg, 2016). Norms and expectations should be clear. The five core areas of social and emotional learning, include: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These all play a critical role in students' management of themselves and interactions with others in the classroom (Weissberg, 2016). In the next section, I look at social and emotional learning and its connection to motivation.

### **SEL connection to motivation**

In this section, social and emotional learning and its ties to motivation in the classroom, is explored. According to Clayton (2017), “SEL-also called whole-child education-is a systematic, evidence-based approach to teaching kids how to achieve goals, understand and manage emotions, build empathy, forge relationships, and make responsible decisions” (p. 2). There is a link between social-emotional functioning and academic achievement. There have been improvements in students’ attitudes towards one’s self and others, and improved test scores and school grades (Clark & Barry, 2008). SEL gives skills so students can make ethical choices and resolve conflicts respectfully. It also helps students in the areas of impulse control, problem-solving, and decision-making (Utne O’Brien & Keister, 2008).

Clear goals and working on something that matters, are important to motivation development. Motivating students starts with allowing them to have some choice in the daily routines. Motivation also comes from a sense of belonging and feeling competent in one’s skills (Montero, 2012). Montero (2012) stated, “if teachers are unaware of what is happening in students’ lives both in and outside of school, it is difficult for them to respond to students’ particular social, economic, and political needs” (p. 37).

SEL skills are critical to being a good student, citizen, and worker. When parents, or teachers, try to solve problems for children, it diminishes their ability to cope with adversity. SEL can help a student’s ability to succeed in school, careers, and life (Kang, 2017). SEL programs foster teamwork, problem-solving, and character (Shriver & Bridgeland, 2015). “[The] direct involvement of teachers and school staff is critical if

programs are to translate improvements in children's social and emotional skills into so-called 'hard' academic outcomes" (Clark & Barry, 2008, p. 3). Social and emotional learning affects how a student views themselves and their abilities to interact with peers and authority figures. Understanding social and emotional learning and how it ties to students being motivated both intrinsically and extrinsically will help me to answer my research question, *How does Classcraft, a positive behavioral intervention strategy, increase student motivation in the classroom?* In the next section, I look at how to implement social and emotional learning into the classroom.

### **Implementing SEL in the classroom**

When incorporating social and emotional learning in the classroom, Clark and Barry (2008) used the acronym S.A.F.E. S.A.F.E. stands for Sequenced, Active, Focused, and Explicit. Sequenced implies that the set of activities develop skills sequentially. Active means there are role plays and feedback from the teacher. Focused relays that there is sufficient time to develop social and emotional skills. Finally, explicit refers to the idea that specific skills are targeted. Some studies have taken the stance that social and emotional learning is not productive in the classroom. Rather than help develop self-control, SEL trains students to manipulate others. These same studies point out that they worry SEL has students learn to escape from reality and difficult relationships rather than working through them (Wickelgren, 2012).

Other studies point out there is no guarantee that a student will use social and emotional learning skills outside the classroom. They question whether SEL is taking time away from academics. Contextual factors matter greatly as to whether or not the

skills were used and teachers, and other school support staff, need to take into consideration students' cultural values and beliefs. Racism, prejudice, power and privilege still exist and affect how students react (Zakrzewski, 2016).

According to the article by Minero (2017), there are several activities to build social and emotional skills in the classroom. Teachers can have "emotional check-ins" where students rate how they are feeling, in the beginning of the day. This can acknowledge barriers to learning and help create a safe space for students. Another idea is having a quote of the day that is relevant to what the students are learning. Students or teachers could pick out the quote. There could be conversations on conflict resolution, and growth mindset versus fixed mindset. Finally, students can write positive qualities of their classmates on a sheet of paper, attached to their classmates' back. This keeps the information anonymous but allows students to hear the great qualities they have.

Social and emotional learning helps to develop an adolescent's character and how they interact with others. In the next section, I look at the new generation of students in our classroom, known as Generation Z. I also explore how gamifying the classroom motivates students.

## **Generation Z and Gamification**

### **Characteristics**

Generation Z students, known as Gen Zers, were born in the mid-1990's to the early 2000's. They make up more than a quarter of the U.S. population. These students are tech savvy, have never known a non-digital world, and technology is constantly present in their lives (Hawkins, 2015).

Generation Z students are generally characterized as multi-taskers, coming of age publicly, with social media surrounding them. If these students do not know the answer to something, they Google it. They are used to instant gratification and often have issues with complex problem solving (Hawkins, 2015). Generation Z students are influenced by friends and family, but spend more time in front of TV's, computers, and video games, as they connect with others digitally. The students of this generation are headed for careers that do not exist today, which is why teaching them has become increasingly complex (Hawkins, 2015).

Generation Z has known two terms of an African American president, bullying online, and the approval of gay marriage (Heller, 2015). According to Schawbel (2014), something of particular interest when describing Generation Z is that, "they will become the most entrepreneurial, conservative, diverse, and educated generation in the world" (p. 1). According to a 2017 Forbes article, by Zimmerman, Generation Z members are a booming population of entrepreneurs. These students have information accessible at their fingertips, which gives them the opportunity to become resourceful in their planning and learning. The 2017 article, *Youth Movement: Gen Z Boasts the Largest, Most Diverse Media Users Yet*, shows that Generation Z members are more multicultural in their overall race/ethnic composition than previous generations. Also according to the article previously mentioned, Generation Z is 22% Hispanic versus the "Greatest Generation" (those aged 71 and up), who have an 8% Hispanic population.

### **Generation Z students in the classroom**

Teaching members of the Generation Z may be different than teaching other students because their brains are wired differently and function better with a variety of modes (Levit, 2015). Many students of this generation view school as social benefits and networking connections (Levit, 2015). Gen Zers consider technology in the classroom essential, but the amount of screen time they partake in often makes it difficult to entertain.

Gen Zers are self-reliant and view meeting emotional needs as important as academic needs (Hawkins, 2015). A 2017 article by Elmore, offers ways to better engage Generation Z students. Gen Z members are visual. It is beneficial to use graphics, charts, and different types of media. Gen Zers are used to information keeping them busy, as their brains are wired for multi-tasking. Teachers should make themselves available and should rethink how they communicate with students. Generation Z favors digital communication including texting, Skype, and FaceTime. Teachers may take this information into account and communicate more effectively on the student's level of interest.

Teachers can also better engage Generation Z students by providing frequent feedback and being flexible with expectations. Teachers should break things up into smaller segments, capitalize on our digital world, and empower students to create to show their learning. Most important is to be relevant and help students understand why what they are learning is important (Hawkins, 2015). Generation Z students have unique characteristics to keep in mind as I attempt to answer my research question, *How does*

*Classcraft, a positive behavioral intervention strategy, increase student motivation in the classroom?*

### **Gamifying the classroom**

According to Schaaf and Quinn (2017), “games have many elements that make them powerful vehicles for human learning [and] oftentimes, playing games are the first method children use to explore higher-order thinking skills associated with creating, evaluating, analyzing, and applying new knowledge” (para. 3). According to Merriam Webster’s online dictionary, the word gamification was not even in use until the year 2010. The premise of a gamified classroom is taking the engaging elements of gaming and implementing them into the teaching process. Gamification in education, or learning, can also be described using other terms such as gameful thinking, game principals for education, motivation design, and engagement design (Schaaf & Quinn, 2017).

Twenty-first century students are accustomed to technology in their everyday lives and gamification offers a way to implement educational technology. According to Acedo (2017), gamification “allows students to try, fail, and learn, while simultaneously supporting their innate creativity and enhancing the curriculum” (para. 2). Gamification has the potential to help students master skills and processes. It offers an opportunity for encouraging learners to collaborate and select options by the power of choice (Acedo, 2017).

Gamification also collects data on individual students, identifying skills they are working on thus allowing for personalized learning. Gaming can redefine failure, as an opportunity to learn from mistakes and correct them by setting the software to repeat



quests (Kolb, 2015). A quest is a search for something. Teachers may create a quest for students to participate in as they progress through a lesson. The use of games allows students to fail, overcome, and persevere, but it is important for teachers to have a basic understanding of their students' technological skills (Kolb, 2015).

Some students struggle with the traditional, lecture-based style. Gamification is a way to bring multimodal learning into the classroom, as it requires problem-solving, critical thinking and players must synthesize many skills and make informed decisions (Ronan, 2015). As stated by Ronan (2015), "classroom game design includes designing learning activities that lead to the desired outcome, measuring progress, and collecting evidence of learning" (para. 1). Gaming is a collaborative effort and can give students a sense of ownership. It can also be a strong motivator in the classroom.

Gamification is "great at resolving several common classroom issues such as: student participation/talk time, student engagement, differentiation, data tracking, and increasing student achievement" (Schaaf & Quinn, 2017, para. 6). It creates a fluid environment of self-directed learning. A game setting can provide immediate feedback. Students who have succeeded in a task right away can move on to a new challenge. Challenges and quests can replace homework and projects. Gamified classrooms make progress visible and individual badges and rewards can be given to celebrate student accomplishments.

The gamified classroom can incorporate several aspects of a video-game design including assigning points for completing tasks instead of giving a grade.(Schaaf & Quinn, 2017). Badges can be awarded based on completion of a lesson or mastery of

material. Another component of video games is infinite play, where players keep playing until they finish a level. This can be achieved in a gamified classroom, as well, as students can keep working on a lesson or skill until mastery, even if the rest of the class has moved on.

Gamification can have its share of pitfalls, as it can be expensive and requires extensive planning and design. There can be additional work for the teacher, as they try to keep track of each individual student's progress. Gamification can also lead to students only doing things for points, which can lead to unnecessary competition and stress for the students (Farber, 2015). Discerning the components of a gamified classroom will help me to answer my research question, *How does Classcraft, a positive behavioral intervention strategy, increase student motivation in the classroom?*

### **Classcraft**

Classcraft is a form of gamification in the classroom. Other web-based options include Gradecraft, 3DGameLab, and TheVirtualLocker. (Kolb, 2015). Teachers also have the option to integrate badges for students when they master a skill. (Kolb, 2015). Edmodo, Classbadges, Credly, and Passport use the system of badges as well. (Kolb, 2015).

Classcraft, a game-like learning platform, takes the model of the multiplayer online game World of Warcraft, and uses it to deliver instruction. Each student earns experience points (XP) from assigned learning activities. In turn the teacher has a dashboard to manage the analytics of the virtual classroom. The class plays in teams that include

guilds of Warriors, Mages (Wizards), and Healers. As a result, Classcraft turns the gamified classroom into a role-playing game. (Farber, 2015)

Classcraft is a way to gamify the classroom and is an approach to PBIS. (Farber, 2015). It is designed as a learning experience where students are encouraged to be involved and ultimately engaged in their learning. Research says that students learn better when they are motivated. (Schaaf & Quinn, 2017). Classcraft fosters relationships by re-enforcing teamwork and collaboration. Classcraft can help students socially and emotionally, while building character in the classroom. Technology and applications should enhance instruction because technology is a tool, but not a teacher.

### **Conclusion**

In my introduction to this chapter, it was mentioned that while I gained experience in classroom management while student teaching, it did not prepare me for the influx of technology and how students have changed accordingly. I was left feeling unsure as how to motivate and engage students in the classroom, especially with technology becoming more prevalent. The literature review was an attempt to find some clarity.

Throughout this chapter, I discussed what intrinsic and extrinsic motivation is, examples of each, as well as how they play a role in engaging students in the classroom. I pointed out what a PBIS classroom looks like and how its set-up can engage learners. I discussed the connection between intrinsic and extrinsic motivation and how to foster both of those in a PBIS classroom. This chapter addressed social and emotional learning, its five core areas, and how it connects to student motivation. I explained how SEL can

be implemented in the classroom. Lastly, I explored the characteristics of the new generation of students, known as Generation Z, how technology plays a role in their lives, and ways to gamify the classroom to help motivate and engage them.

The research methods outlined in Chapter Three aim to identify how motivation, social and emotional learning, as well as the characteristics of Generation Z students are components in the success of gamifying the classroom, and help to answer the research question, *How does Classcraft, a positive behavioral intervention strategy, increase student motivation in the classroom?*

## CHAPTER THREE

### Project Description

#### Introduction

I have been teaching for fifteen years; all of those years in the same school district. I have changed positions several times, going from elementary to high school, and special education to regular education. No change has compared to the enormous change in technology through both the kinds and amount used. I noticed the biggest learning curve about five years ago, when our district went to a 1-to-1 device initiative. While I was certainly no stranger to computers, the internet, or adolescent behavior, I was surprised in the change in dynamics of my classroom when those three concepts were intertwined. I was now in competition with the virtual world, and the reality was, that was not about to change anytime soon. I was now forced with the task of teaching my curriculum, which has not drastically changed, to a group of learners use to instant gratification and information at their fingertips. What were the best resources to engage and motivate these students, while simultaneously providing a nurturing and positive classroom environment? All of that led me to ponder my research question, *How does Classcraft, a positive behavioral intervention strategy, increase student motivation in the classroom?*

In Chapter Two, I researched the differences between intrinsic and extrinsic motivation and how they may be fostered in the classroom. I also detailed what a PBIS classroom looks like and its correlation to motivation. Additionally, in Chapter Two, I

explained the concept of social and emotional learning and how that plays a pivotal role in the lives of an adolescent. Finally, I looked at the idea of gamifying the classroom for students whom are now referred to as part of Generation Z. The valuable information from this research set the stage to use Classcraft within my classroom, to see how a PBIS classroom can affect student motivation and engagement.

In the first section, I explain what a professional development plan is and why I chose that to showcase the information I have gathered on the effectiveness of using Classcraft in the classroom to increase student motivation and engagement. In the section titled, “Participants and Audience”, I describe the setting of where my project will take place, the demographics of the students involved, and the structure of the day. Finally, I discuss “Motivation and Humanist Theories”, which correlate to student engagement and motivation in the classroom. I also explain the timeline for my project completion.

### **Professional Development Plan**

Through my analysis of the question, *How does Classcraft, a positive behavioral intervention strategy, increase student motivation in the classroom?* I am going to develop a professional development plan documenting the goals of implementing Classcraft in the classroom and the objectives of the program. I will also create a professional development presentation documenting the key information about Classcraft and give ideas on how it can be tied to a PBIS classroom. Classcraft could be implemented into any curricular class and with any type of schedule.

My district has done work within our Professional Learning Communities (PLC’s) making goals that are SMART: specific, measurable, achievable, realistic, and

timely. According to Garver (2017), professional development plans provide structure for professional growth, outline explicit learning development goals and begs the questions, “Where are you now?” and “Where do you want to be?” A professional development plan highlights the ambitions, aspirations and objectives of a change to the classroom. When written well and followed through upon, it can help to clarify goals and sharpen one’s focus. I would like the objectives in my professional development plan to tie in with our PBIS motto, “Keep it Real”, whereas the “R” stands for “Respect”, “E” for “Effort”, “A” for “Attitude”, and “L” for “Learning”.

According to Fleming (2015), professional development plans enrich a teacher’s practice, as it supports initiatives which affect students in the classroom. There are three phases of a professional development plan. They include planning, implementation, and evaluation. I will write a professional development plan in which educators may successfully implement Classcraft into their classrooms as a way to engage and motivate students in a gamified classroom setting. The faculty professional development presentation will detail the individual aspects of Classcraft and give ideas how implementation can coincide with a PBIS classroom.

According to Isaacson (2018), “in its simplest form, a professional development plan provides a framework that identifies goals, resources, activities and learning opportunities for growth” (para. 2). There is a rapid rate of change in the workplace and constant advancement of technology. I chose to create a professional development plan because it aligns with the objectives of professional learning communities, which our school has incorporated. A professional development plan holds someone accountable to

their goals and maps out the path to reach them. In the next section, I describe the demographics of the participants and setting of my project.

### **Participants and Audience**

I teach at a middle school/high school in a rural area. Our school is comprised of students in grades 6-12. There are approximately eighty to ninety students per grade level. Of those students, ninety percent are White. Twenty-one percent of the students receive free and reduced lunch. In this year's current 6th grade, I have two students identified as EBD (Emotional behavior disorder), eight students identified as LD (learning disabled), and one student on the Autism Spectrum.

Sixth grade runs on a seven period day, where the students' core curricular classes of language arts, math, social studies, and science run on a block schedule. This means that I see my language arts students every other day for a ninety-minute block. The remainder of their day is broken into Reading, Quarter class (Tech, Art, STEM, or Music), Physical Education, Block 2 class and Target (study hall)/band/or choir.

According to Walker (2016), there are many advantages to block scheduling. This type of schedule is making a comeback. The longer periods allow for more in-depth learning and flexibility in instructional strategies. Block scheduling slows down the pace, as it allows for deeper thinking and project-based instruction. It also reduces homework and allows for the opportunity for cooperative learning activities. Walker (2016) mentioned a couple of negatives with block scheduling. Some feel that retention is greater if students meet everyday. They also feel there is a sense of community when class is held daily. Ultimately, the flexibility of block scheduling and the opportunity for



cooperative learning activities make it a schedule conducive to optimally engaging and motivating students and having the time to incorporate collaborative learning. Classcraft would be most effective in the middle school classrooms, but the ideas for PBIS incorporation could be adapted to fit a high school classroom, and their expectations, as well. My purpose, in creating the professional development plan and Google slideshow is to provide a way to present to staff and/or parents its use and benefits in the classroom.

Our school has had a 1-to-1 device initiative for the past five years. Currently our sixth graders are issued a Chromebook at the beginning of the school year. They are to bring it to each class and they have the option of bringing it home each night. With technology ever present at student's fingertips, it is imperative to find a way to incorporate it into the classroom, but also use it meaningfully and to engage rather than distract. In the following section, I examine motivation and humanist theories and why they relate to my research question.

### **Motivation and Humanist Theories**

The research I conducted on the themes of motivation, social and emotional learning, and gamified classrooms stems from a couple of different theories. One of them comes from renowned theorist Jean Piaget in 1936. His *Theory of Cognitive Development* was based on the premise that there is biological maturation, in which children go through schemas-building blocks of knowledge and stages of cognitive development including *sensorimotor* (birth through 18-24 months), *preoperational* (18-24 months through age 7-12), *concrete operational* (ages 7-12), and *formal operational* (adolescence through adulthood). When working with sixth graders, I am working with students in

either the *concrete operational* stage or the *formal operational* stage (Cherry, 2018).

During these stages, children begin to think about how other people might think and feel.

They begin to realize that not everyone necessarily shares their thoughts, feelings and opinions. Existing views change with more information.

This theory would correlate well to the idea of why students are motivated and when they are maturely ready for technology to be such a presence in their everyday lives. McLeod (2015) stated, “according to Piaget’s theory, children should not be taught certain concepts until they have reached the appropriate stage of cognitive development”. Another theory that this research question is based off of is *Intrinsically Motivating Instruction*, by Thomas W. Malone (1981). This theory aligns with the ideas of gamification in the classroom. Its principles stand on challenging the student, playing into a child’s curiosity and offering the student choices throughout various realms of their day.

Malone (1981) posed the question, “How can instruction be designed in a way that captivates and intrigues learners as well as educates them?” Malone believed that if students are intrinsically motivated they may spend more time and effort learning. According to Malone there are several characteristic of intrinsically motivating instructional environments. 1. They are *challenging*. 2. The environment incorporates themes or *fantasies* which they embody or encourage. 3. The environment arouses the student’s *curiosity*. 4. Students are given *choice* in assignments and activities, which allow them to feel some control. The final section of Chapter 3 explains the timeline of the project.

## **Timeline**

I will introduce Classcraft to the students within the first two weeks of school. I will use Classcraft the entire school year, and assess based on anecdotal records on student motivation, student engagement, and positive classroom environment. The professional development plan will be available to administration and staff. The professional development presentation will also be available for administration and staff, as well as shared alongside interested parents at conferences in mid-October.

In Chapter Three, I provided an overview of what a professional development plan entails as well as my reasoning for creating one to share with staff to document the findings to my research question. I described the participants and setting of my project. *Motivation and Humanist Theories* were discussed and how they tie in to the concept of this project and the themes of motivation, engagement and teamwork. Finally, I gave a timeline of my estimated project completion.

In Chapter Four, the Professional Development Plan is discussed in reference to the themes of this action research (intrinsic and extrinsic motivation, social and emotional learning, and gamified classroom) and how these themes correlate to the use of Classcraft in the educational setting.

## CHAPTER FOUR

### Reflection

#### Introduction

When I chose to go to school to become a teacher, I do not know that I could have guessed how much technology would evolve and become a part of the classroom. I never considered myself a “techy” person. I learned keyboarding in high school and looked up articles on microfiche in college. While so many veteran teachers whom I work with often remark that school initiatives seem to move in a cyclical pattern, one idea never seems to go away, and that is how to best motivate students. My goal was to utilize technology in order to help improve motivation. This led me to my research question, *How can we use Classcraft, a positive behavioral intervention strategy, to increase student motivation in the classroom?*

In writing my first three chapters of this Capstone, I have a better understanding of the impacts of motivation on students in the age of technology, through the literature that I reviewed. This led me to research Classcraft, an engagement management system that can be implemented into a PBIS (Positive Behavioral Intervention Strategies) classroom. Using my school motto, “Keep it REAL” (R stands for Respect, E stands for Effort, A stands for Attitude, and L stands for Learning), I created a professional development plan and a professional development presentation, through Google slides, to display how Classcraft can be tied to the components of a PBIS classroom. It offers examples of ways to engage and motivate students through gamification. In completing

this project I believe I am equipping myself and others with a system that ties together the factors of classroom behavior, social and emotional learning, student motivation and ultimately academic performance.

In chapter four, I summarize my key findings from the literature review I completed. I describe what my project consists of while also explaining the limitations of the project. I reflect on the implications of the project, what went well, what was difficult and what I may have done differently.

### **Summary of Literature Review**

Research suggests that there are two types of motivation: intrinsic and extrinsic. It is believed that it is imperative to the academic proficiency of students that their motivation is piqued in middle school so as to set them on the high school graduation path (Ruiz, 2012). Teachers compete with television, video games, and other technology that provide students with instant gratification (Ruiz, 2012). Creating a classroom in which students receive frequent feedback, encouragement, and an understanding of the expectations provides an environment where students feel motivated to do well (Ruiz, 2012).

PBIS is meant to improve social, emotional, and academic outcomes for all students. Ultimately, engagement helps students stay in school and be successful (Himmele & Himmele, 2011). A PBIS classroom encourages teachers to recognize and reward positive behavior. According to Quate and McDermott (2009), there are six C's to creating a classroom that motivates, nurtures engagement, and aligns with the goals of PBIS. They include choice, challenge, control, collaboration, construction meaning, and

consequences. Research also suggests that social and emotional learning is connected to motivation. According to Weissberg (2016), there are five core areas of social and emotional learning (SEL) which include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL can help a student's abilities to succeed in school, careers, and life (Kang, 2017).

One of the causes of changing the dynamics of the classroom is the new generation of students, known as Gen Zers. These students are tech savvy, have never known a non-digital world, and technology is constantly present in their lives (Hawkins, 2015). The students of this generation are headed for careers that do not exist today, which is why teaching them has become increasingly complex (Hawkins, 2015). Teaching members of the Generation Z may be different than teaching other students because their brains are wired differently and function better with a variety of modes (Levit, 2015). Gamifying the classroom can be a way for teachers to bring multimodal learning into the classroom. According to Schaaf and Quinn (2017), "It is great at resolving several common classroom issues such as: student participation/talk time, student engagement, differentiation, data tracking, and increasing student achievement" (para 6).

At the time, the literature review was very overwhelming as there is so much information available and it was difficult to narrow it down. Now, though, I am pleased with how much more knowledgeable I am about intrinsic and extrinsic motivation as well as the highlights of PBIS. The literature review helped me to decide on questions to ask students about their engagement and motivation and what would fit well for rewards and

consequences on Classcraft. My critical reflection as a scholar allowed me to have a deeper understanding of students in this technological generation, known as Generation Z. I can now appreciate the ways in which they learn differently. It has helped me to empathize with them and embrace technology in the classroom. As a profession as a whole, I see technology continuing to be a vital component of students' lives both in and out of school. Hopefully my project can help point out how it affects this generation as digital students and help educators embrace technology as a way to motivate students.

### **Description of Project**

The project consists of a professional development plan to set goals in the process of implementing Classcraft into the classroom as part of a positive behavioral intervention strategy. A professional development presentation, was also created, through Google slides to highlight the important aspects of Classcraft, as well as ideas for tying it to PBIS. The professional development plan and professional development presentation can be used by teachers as they implement PBIS in the classroom. It can also be shared with parents to show the benefits of gamification in the classroom.

### **Limitations of the Project**

Initially, I had only planned to write a professional development plan. After looking up examples, I was not sure if that would be explicit enough, especially for teachers who were not familiar with Classcraft. I decided to also create a professional development presentation. This would highlight the main aspects of Classcraft, as well as provide visuals for different modalities of learners. Writing the professional development plan proved to be the most difficult for me. There is not a set template, as professional

development plans are not only found in education, but other work sectors as well, such as business. I finally decided on a form that was similar to other plans I have seen in my district. A challenge I faced in creating the professional development presentation was deciding what information to include. I wanted it to be informative but not so extensive that it was overbearing. I wanted to be sure to tie Classcraft to PBIS, but the rewards and consequences are geared toward middle school-aged students. These could be easily adapted to fit the needs of elementary and high school teachers.

I feel as though both the professional development plan and the professional development presentation can be seen as a working document. The dynamics of classes of students changes from hour to hour and year to year. Teachers need to know their students well and make informed decisions based on observation. Another limitation is that my project is geared toward a 6th grade classroom. While it could be adjusted to meet the needs of elementary and high school teachers, it is best suited for middle school. The mixture of students will determine what motivates them and what reward or consequences should be used. It is important that teachers see this as a framework and are not strictly binded to the options presented.

### **Implications of the Project**

My research question developed when our school went to a one to one device initiative five years ago. I was now competing for my students' attention as they used their devices for assignments in class. Last year my sixth grade team had a challenging group of students. A colleague had heard of Classcraft, so we decided to implement it into our classrooms. Our school district also implemented PBIS five years ago.



According to Palank (2015), in a PBIS classroom, the environment is predictable, consistent, and positive. Classcraft offers a consistent routine and the rewards and consequences students earn can be connected to the components of PBIS which include choice, challenge, control, collaboration, construction meaning, and consequences (Quate & McDermott, 2009). Classcraft is a comprehensive program with many options, as it provides a framework for teachers to mold to fit their classroom expectations and dynamics. The professional development plan and professional development presentation I created narrow the focus of Classcraft's use in a PBIS classroom. Ideas are provided for a PBIS motto, such as "Keep it REAL", which my school uses. Examples of rewards, consequences, and expectations that align with Respect, Effort, and Attitude are given. The professional development presentation highlights the major components of Classcraft for easy implementation in the classroom. While it is geared toward a sixth grade classroom, it could be adjusted to fit the needs of any grade-level teacher. Combining PBIS and Classcraft will allow teachers to foster the development of positive behaviors in the classroom. PBIS teaches students behavioral expectations by promoting positive behaviors. Classcraft can be tailored to fit a teacher's expectations in the classroom.

The literature reviewed the changes in the students of today, known as Gen Zers, compared to students of the past. The impact of intrinsic and extrinsic motivation, as well as social and emotional learning, and their role in the classroom is discussed so teachers can nurture and foster the development of positive behavior in the classroom. The surveys that I created (see Appendix A, B, and C) could be used to gather ideas on what

motivates students. Those ideas can be turned into “sentences” (consequences) or rewards-ways to earn HP.

### **Author’s Reflection**

When PBIS was first implemented in my school, I have to admit I was critical of the process. Had I not had Joe as my student (see Chapter 1), I may not have chosen to take the path of researching Classcraft and the role it plays in increasing student motivation in the classroom. This process helped me to understand how social and emotional learning enhances a student’s ability to succeed in school. Through this capstone project I was able to implement a professional development plan as well as a professional development presentation. Teachers can use both of these to support PBIS into the classroom.

### **Conclusion**

This capstone has challenged me positively, as a teacher. It challenged me to look at the role social and emotional learning plays in the classroom. It challenged me to better understand the students of today, referred to as Gen Zers, and how technology has influenced their experiences in school. As a teacher it challenged me to find a way to incorporate technology into my classroom while at the same time implementing positive behavior strategies to help students stay engaged and be successful individually and in groups. Throughout this capstone project, and being in the role of a student, I have been rewarded with the wealth of information I learned through reading and completing the literature review. As I continue in my educational career, I know this capstone project will influence how I engage students in the classroom using technology. Taking the

courses to obtain my Masters of Art in Literacy Education has helped me grow as a teacher and individual. I am excited to share what I have learned with colleagues. I am also excited to continue to learn, as a student, for my students.

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## Appendix A

Survey for staff to fill out regarding student motivation and engagement. Share with staff on a Google Form.

9/20/2018 Staff Classcraft survey

### **Staff Classcraft survey \* Required**

**1. Students are motivated to do their work. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**2. Students are engaged in class discussions. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**3. Students work well together in groups. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**4. Technology has changed the degree to which students are engaged in the classroom. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**5. As an adult, rewards help me achieve my goals. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**6. What do you feel motivates students to do well? \***

**7. When do students seem the most engaged during your class? \***

**8. I incorporate technology into my classroom. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**9. I assign group work in my classroom. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**10. I have a positive attitude. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

## Appendix B

Survey for students to fill out on Engagement and Motivation. Share with students on a Google Form.

9/20/2018 Student Engagement and Motivation Survey

### Student Engagement and Motivation Survey

Complete this survey honestly and to the best of your ability. 1: Not at all/2: Rarely/3: Sometimes/4: Often/5: Very often

**\* Required**

**1. I work hard at school. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**2. I complete my homework. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**3. I work well in a group or team. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**4. I respect others even when I disagree. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**5. I am organized. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

9/20/2018 Student Engagement and Motivation Survey

**6. I have good study habits. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**7. I have a positive attitude. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**8. Rewards help me achieve my goals. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**9. I respect the teacher. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**10. I respect the para. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**11. I respect my classmates. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**12. Do you have a computer outside of school? \***

*Mark only one oval.*

Yes

No

9/20/2018 Student Engagement and Motivation Survey

**13. Do you have the internet at home? \***

*Mark only one oval.*

Yes

No

**14. On average, how many hours do you spend using technology daily (computer, gaming, phone, social media, etc.) outside of school? \* Mark only one oval.**

0-1

1-2

2-3

3 or more

**15. How can a teacher motivate you? Check all that apply. \***

*Check all that apply.*

Candy

"Good news" note/email home to parents

Earn free time

Listen to music while I work

Good grades

Other:

**16. I would NOT want the following disciplinary actions: Check all that apply. \***

*Check all that apply.*

Lunch detention

After-school detention

ISS (in school suspension)

Phone call or email home to parents

Other:

**17. What are ways you show respect \***

**18. How do you show effort? \***

**19. How do you show a good attitude? \***

*Mark only one oval.*

9/20/2018 Student Engagement and Motivation Survey

## Appendix C

Survey for students after using Classcraft for the year. Share with students on Google Forms.

9/20/2018 Student Survey: After Classcraft

### Student Survey: After Classcraft

Think about how your views of your respect, attitude and effort has changed after using Classcraft.

**\* Required**

**1. I use manners (please, thank you, excuse me). \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**2. I clean up after myself. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**3. I raise my hand before I speak. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**4. I use proper tone, volume and language. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**5. I respect other student's materials. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**6. I have a positive attitude. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

9/20/2018 Student Survey: After Classcraft

**7. I am willing to help others. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**8. My homework is finished and turned in on time. \***

*Mark only one oval.*

1 2 3 4 5

Not at all Very often

**9. What did you like about Classcraft? \***

**10. What don't you like about Classcraft? \***



## Appendix D

Professional development plan template

### Name

Professional Development Plan

### OVERVIEW

### GOALS (What do you want to achieve?)

### Actions (How will you accomplish the goal?)

### Targeted Completion Date (When do you anticipate your goal will be met?)

### Evidence of Goal Attainment (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)

