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**THE INFLUENCE OF STUDENT SELF-REFLECTION ON
ACADEMIC MINDSET CHANGE**

by

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

Hamline University

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“Bonkers” has been my most-used word of the last two years. The many long days and long nights, for me, have culminated in hope, pride, and joy in the teenagers I work with. I remember every day that I am working with future world changers, and I will do whatever I can to help make their world a better place. First I want to thank my mom, Mary Alice Divine, for all of her support. She has supported me in the big things and the little things, and it has helped me find my purpose. Next I want to thank my husband, Joel. When I walked the graduation line, I whined that I didn’t get a special tassel for my 4.0, but I got a “legacy tassel” because a man (my husband) graduated before me. The truth is, while the patriarchy must be challenged, I also could not have done this without his support. He has partnered with me in life and provided an abundance of support. I am forever grateful and proud of his legacy. Let’s go swimming and hiking, and slow down a bit. Finally I thank my two daughters, Rosemary June and Margot Juniper. They are future world-changers, and their presence in this world helped me understand how important it is to pursue your passions. We don’t need much, but we need each other.

“To know thyself is the beginning of wisdom.”

~ Socrates

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CHAPTER ONE - INTRODUCTION

Inquiry, project-based education, and student-led learning are important movements in modern education. Their importance seems to be growing as rapid technological advances have changed the education landscape. Today's students are able to access such a wealth of information that educators are challenged to reconsider and repurpose the long-standing structures of education. In the midst of these important advances, it must be considered that achievement gaps remain, graduation rates are still not 100%, and students continue to struggle academically. We must ask ourselves and our students what is missing and make important connections to increase student mindfulness and joy of learning. For this reason, I'm asking: *How does student self-reflection influence academic mindset change?*

Mindfulness and reflection have been critical in my personal career and life. As I have progressed through coursework for my Master's in the Art of Education and Certification with the International Baccalaureate Organization, I have repeatedly encountered discussions and literature encouraging educators to develop and increase the practice of reflection among students. As important as this practice has been for me personally, I had never intentionally considered sharing it with my students. So much of my personal growth and purpose has come through intentional reflection, and as a result, I believe it would be beneficial to strengthen this practice in secondary classrooms.

Engaging students, meeting standards, encouraging inquiry and critical thinking, and assisting in the development of a love for learning, are few among the many purposes

of teaching — not to mention planning, teaching, classroom management, and so much more.

Refining reflection skills is personally important to me because of my own journey to becoming a teacher. As a high school student, I was one of the middle-of-the-road kids with a C (sometimes D) average who didn't cause much trouble or miss much school. Because of the last two characteristics, I believe I was overlooked and didn't get the help I needed. I was not interested in applying for college immediately out of high school, and started college a year after graduating. After some time working in retail, I realized this was not the future I envisioned for myself and I found motivation to further my education and seek a career on my own. This was well after finishing high school, and I lament not learning or earning this motivation until later in my life.

Reflection has also been a critical part of my teaching practice. As I have furthered my education, I have realized what a shame it is that I have kept reflection to myself. My reflective practice has made me a stronger, more purposeful person, and I now see the value in teaching and modeling these skills to students.

Background

I started thinking most deeply about the value of student self-reflection skills when my family moved to a new school district the year before my oldest daughter started third grade. Her new school was an International Baccalaureate elementary school, in a large suburb, where the school touted a profile important for all learners. Among the Learner Profile is a list of character traits: inquirers, knowledgeable, thinkers,

communicators, principled, open-minded, caring, risk-takers, balanced, and reflective (The IB Learner Profile, n.d.).

The International Baccalaureate was new to me, but the mission was intriguing and I was excited for my daughter to have this opportunity. However, I worried about her transition. The beginnings of kindergarten, first, and second grades were tumultuous as she dealt with strong fears of starting something new; starting in a brand-new district brought about some of the strongest fears of all. Interestingly, it also brought about the end of those fears.

She quickly found her place at this new International Baccalaureate elementary school. I watched her develop confidence and joy, and let go of much of her anxiety. When it was time for middle school, I worried this anxiety would return, but I was wrong. After she made a clean transition, I asked her to reflect on what changed. She said, “Oh, mom, I’m a risk-taker!” This comment proved to me that her new school expertly implemented the International Baccalaureate Learner Profile Traits. Specifically, the reflection focus in which students are encouraged to “give thoughtful consideration to their own learning and experience. They are able to assess and understand their own strengths and limitations in order to support their learning and personal development” (The IB Learner Profile, n.d.).

My daughter’s school gave her the reflective skills and language she needed to have confidence in her future education. This is exactly why I have come to believe a reflective teaching practice is critical in education: teaching and modeling reflection

helps learners take ownership of their education, and understand the skills they possess that help them thrive.

Reflection has been a crucial step in my effectiveness and growth, both personally and professionally. Even though I graduated with a Bachelor of Arts in English Secondary Education from Winona State University, I was reluctant to begin teaching. Floundering for a purpose, and uncertain whether the structure of teaching as I knew it was actually for me, I followed my love of writing into the business career of technical writing. Later, I worked as a freelance writer while moonlighting as a stay-at-home mom.

It was actually my foray into parenthood that opened my eyes and turned me back toward education. This new adventure turned my inward focus outward, and while I became concerned about the future of my child, I also became passionate about rigorous, equitable, and successful educations for all children. Thus began my path to renewing my teaching license and accepting a job teaching 9th grade Language Arts and Reading.

Teaching Reading was not my intention or specialty, but it was a small school with a small staff, and I was open to the challenge. I started reviewing materials and making plans, but it was not until I started working with students that I realized just how big the challenge would be. This job was my first introduction to the wide range of learning styles, intervention needs, struggles, and experiences of students and teachers.

Though it had been almost ten years since earning my undergraduate degree, I returned to my notes and research as I worked to prepare for this teaching position. It was convenient to default to the Madeline Hunter lesson plan design I had been trained in. The Madeline Hunter lesson plan is an 8-step lesson which was designed “for the explicit

purpose of having students get it right the first time through.” It is structured, repetitive, “drill and practice” (Wilson, n.d.). From a beginner’s perspective, it was a helpful design, but I found it lacking and added a ninth step: Reflection. Whenever I taught a new subject or wrote a new lesson plan, I returned afterward to reflectively journal about the day’s lesson.

This space for personal reflection became something I deeply valued as each year passed. To name just a few benefits, it helped me to anticipate student responses, realize focus areas where I was lacking instruction, and see opportunities for differentiation. Thanks to these reflections, I noticed my reading students were using their reading strategies with varied results. While they would use the newly learned strategy with fidelity in our Reading class, they rarely transferred this learning into our Language Arts class. This helped me to use more consistent language throughout both classes, and helped my students immensely.

My next job was teaching 6th grade Language Arts in an entirely different school district with a significantly higher socioeconomic status. The dichotomy between the two school districts was striking, and it started me down the path of exploring educational equity, the struggles of both the rich and the poor, and wondering how all students of all backgrounds and levels of privilege can meet their fullest potentials. Many of these students seemed more actively involved in their classwork, but it seemed like something was still missing. Simply completing work did not transfer to active engagement in the learning process.

With a desire to learn how to teach more equitably, passionately, and effectively, I pursued my Master's in the Art of Education through Hamline University. At the same time, I found myself on a committee of White Bear Lake parents and community members who were concerned about our school district's lack of commitment to the International Baccalaureate. While this committee's hard work did not pay off in the form of saving the program for the district's middle schools, I began to feel a deep connection to the purpose of the program, and decided to complete the International Baccalaureate certificate coursework at Bethel University. My purpose was not necessarily to teach at an International Baccalaureate school, but to gain the extremely valuable teaching tools from the IB toolbox.

Fortunately the IB program seemed to closely align with the mission and purpose of my Hamline coursework. Both programs were focused on inquiry, student engagement, relevance, and reflection as critical elements in modern education. I came to realize that as personally beneficial as the value of reflection had been in my life, it was something I kept hidden from my students. I was so focused on achieving results with my students that I failed to realize how important it is for students to value the process. Reflection can help students ask themselves why and how they should move forward.

“Teacher reflection and sensitivity to diverse learning styles will assist in creating equitable learning environments for all students and help them develop their own self-reflection skills” (Sharp, 2003 p. 244). As illustrated in my daughter's ability to realize the traits she possesses to give her confidence in a new school year, self-reflection skills can immensely benefit a learner. While the two schools I had worked in up to this

point were vastly different types of schools, I believe the struggles I faced with student academic success could have been improved in both schools if I had modeled and encouraged reflection among my students.

Giving priority to reflection in the classroom will help to find joy and purpose in lifelong learning. My personal conversations with high school teachers, and classmates from multiple districts, have highlighted gaps in learning that I believe reflection could bridge. Teachers are overwhelmingly expressing concern that students are afraid to think critically, preferring to follow a set of structures and rules. Many of today's students seem to be forming an over-reliance on these rules without developing the confidence to think outside the box. Rules and structure lay an important foundation, but reflection may be the architectural framework toward an engaging future of learning.

As I mention in chapter 2, Wilcox shares that her school district is moving toward student-led parent/teacher conferences (personal communication, January 18, 2019). Her school is looking at reflection as a means toward increasing student engagement, culminating in such a high level of awareness that students will take charge of conferences. When students gain a deep understanding of how they are learning and what they enjoy about learning, they will find motivation to continue learning.

Current Connection to Research Question

For the past two years I have worked part-time as a substitute teacher in various school districts. At the beginning of this school year, I accepted a part-time interventionist position in a 9th and 10th grade high school. Adding this to substitute teaching, I now work full-time. For a portion of the day I help student writers, and during

the lunch hours I work with a group of students who are falling behind in one or two classes. These students tend to be middle-of-the-road students who are in a few honors classes, receive average grades, and are not generally receiving other academic supports. They have been referred to me based on a “D” or “F” grade in 1- classes. Our school invites these students to a lunchtime support which we call “Lunch and Learn.” They bring their lunches and come to our room where they can work with a Reading Specialist and me. Together, we work with students on reading and writing strategies, organization, goal setting, and reflection.

I see this as a unique opportunity for cross-curricular collaboration. I hope to build relationships among staff, students, and specialists to highlight student successes when they are currently being discouraged by failures; and to spend personal time working with students to change the direction of their high school trajectories. On the one hand, the Lunch and Learn staff are simply helping students get caught up on missing assignments; but on the other hand, we are providing individual attention to struggling students who often get overlooked. My ability to personally relate to the experiences of this type of student only assists in my motivation. Things ultimately worked out well for me, but I wonder what I could have achieved earlier in my life if a caring individual had supported and encouraged me along.

In the short time I have been working in this position, I’ve been able to connect with students in meaningful ways, often as a result of my personal experience and open reflection. The most valuable questions I feel I have asked so far are, “What questions do you have?” and “What do you need from me?” These are not questions I frequently asked

in my earlier teaching days where I was focused on the destination without showing my students the path. These questions relax students and help them take a look at their current situation without putting up defenses.

“[Dewey observed] practical activity is mechanical and routine, morals are blind and arbitrary, and esthetic appreciation is sentimental gush ... [without] constant reflection upon the meaning of what is studied” (Bandura, 1993, p. 78-79). As I continue to partner with other teachers in development of Lunch and Learn, my goal is to gain data that shows developing reflection skills will increase engagement and change the academic trajectory of our struggling students.

Conclusion

As an intentionally mindful and reflective educator with a passion for student equity and achievement, I’ve decided to pursue the question: *How does student self-reflection influence academic mindset change?* I will work with students who are falling behind in their classwork to strengthen personal reflection skills, and those students develop purpose and motivation in academic success.

The following chapter includes a review of literature concerning the value of reflection in education. I was unable to find a single piece of literature surrounding the idea of reflection as an intervention, so I focused my research on the value of reflection in learning. There was such overwhelming information in that regard, and I learned there are a number of movements in education developing with reflection as a key part of its mission. My literature will highlight some of those movements as well as their philosophies toward reflection in learning.

CHAPTER TWO - LITERATURE REVIEW

John Dewey is famously paraphrased, “We do not learn from experience ... we learn from reflecting on experience.” In other words, “It’s the guided reflection on the meaning of the activity, not the activity itself, that causes the learning” (Wiggins & McTighe, 2005, p. 243). Student engagement, purpose, and passion for learning comes first and foremost through reflection. Unfortunately, developing the skill of reflection lacks priority in the classroom. Based on personal experience and conversation, I suspect educators might be mistaking reflection as an inherent skill rather one that needs cultivation. For this reason, I am asking the question: *How does student self-reflection influence academic mindset change?*

There are a number of significant movements in education which highlight reflection as a critical goal, and I will explore those movements in this literature review. Backward-Design lesson planning, project-based learning, EdVisions, and the International Baccalaureate are just a few. To continue exploring whether reflection can be implemented as an intervention for middle-level students who are falling behind on coursework, it will be valuable to look at these movements and evaluate the role of reflection in each place.

The Value of Purposeful Reflection

“Reflection represents the human capacity for higher-order thinking, specifically, our ability to make connections between thoughts and ideas” (Denton, 2011, p. 838). Connecting thoughts, ideas, and personal experience is what drives student engagement, and is the reason reflection seems like a modern academic buzzword even though it’s an

ancient concept. Trends in education that are pointing toward the importance of student autonomy, inquiry, and individualized learning all rely on the importance of a scholar's ability to self-reflect.

There is significant literature focusing on the importance of reflection in improving teaching practice, but less exists on the importance of reflection in learning. For teaching, Brookfield stresses there is a difference between simply being a reflective teacher versus being a critically reflective teacher. Whether or not they are aware, reflection is something that many teachers naturally practice. However, without critical reflection, the practice can actually do more harm than good. Reflective teachers risk taking more responsibility for failures than is necessary, ignoring factors outside of their natural perspective, and ultimately burning out. Critically reflective teachers need to observe and curtail their assumptions, preferences, practices, and emotions. "Critically reflective teachers have researched their teaching and their students enough to know that methods and practices imported from outside rarely fit snugly into the contours of their classroom" (Brookfield, 2017, p. 19).

Costa and Kallick highlight a school that "considers the practice of reflection as significant to its work as planning is" (2000, p. 60). This school acknowledges that reflection leads not only to better teaching, but to increased morale. It helps teachers acknowledge and correct errors, and celebrate successes. Hole and McEntee advise, "Cultivating deep reflection through the use of a guided protocol is an entry into rethinking and changing practice ... through the process, we gain new insights into the implications of ordinary events" (1999, p. 36).

“Teachers who think reflectively about their own teaching are better equipped to be lifelong learners; they are also in a more favorable position to initiate changes in their existing practice through personal awareness of their classroom and its culture” (Sharp, 2003, p. 244). There is a strong correlation between teacher reflection and good teaching; it gives teachers a strong sense of purpose and hope, and it also drives change. In our ever-changing technological world, a skill that helps one implement and embrace change is a necessity. We can naturally conclude that because reflection helps teachers (and other professionals) increase their potential for lifelong learning, reflection will also benefit students. “Reflective thinking in the classroom includes both teachers and students as active participants working together to develop an awareness of each other’s perspective” (Sharp, 2003, p. 246).

More and more, reflection is intentionally woven into educational directives as imperative to student engagement and quality of learning. The following sections of this literature review highlight current trends and educational movements which stress the necessity of reflective practice.

Backward-Design Lesson Planning

Backward Design Lesson Planning requires a significant amount of upfront teacher planning. The purpose of Backward Design (also called Understanding by Design) is to increase student engagement and improve quality of teaching, “For what do students remember, much less understand, when there is only *teaching* with no opportunity to really *learn*—to work with, play with, investigate, use—the key ideas and points of connection?” (Wiggins & McTighe, 2005, p. 3). Unlike Madeline Hunter

Lesson Plan designs, which prompt the teacher to plan in chronological order, Backward Design requires the teacher begin planning at the end of the unit. This helps the teacher focus on the ultimate purpose of the learning target, and through continuous reflection, the teacher is able to ensure the purpose remains consistent.

This approach demands a reflective mindset from all angles. Beginning with lesson planning, continuing with student guidance, and following through with repetitive teacher and student reflection, Backward Design requires a look at the “why” of teaching. Without looking at the “why,” teachers risk the assumption that the purpose will come naturally and, unfortunately, students often end up lacking an understanding of why the classroom content actually matters. “What is difficult for many teachers to see (but easier for students to feel!) is that, without such explicit and transparent priorities, many students find day-to-day work confusing and frustrating” (Wiggins & McTighe, 2005, p. 16-17). With clear goals and reflective planning, students will be more engaged.

As critical as reflection is to planning, Backward Design recognizes reflection is equally critical to student learning. “Self-knowledge is a key facet of understanding because it demands that we self-consciously question our ways of seeing the world if we are to become more understanding” (Wiggins & McTighe, 2005, p. 102). Today’s world is ever-changing and the education of our students demands that we empower students to embrace, adapt, and thrive in this constant change. Educators are not able to predict what technology will look like in 5 years, 2 years, or even tomorrow. Our students have an abundance of information at their fingertips and more than knowing that information, they need the skills to manage the information. A strong ability to reflect cultivates those

skills. “Practically speaking, a greater attention to self-knowledge means that we must do a better job of teaching and assessing self-reflection in the broadest sense” (Wiggins & McTighe, 2005, p. 102).

As proof of understanding, Wiggins & McTighe recommend a list of “Six facets” that allow assessors to build understanding. All six facets are connected to a student’s ability to reflect, whether it’s looking reflectively at a specific situation, the greater world, or the self. A student who has achieved true understanding can explain, can interpret, can apply, sees with perspective, demonstrates empathy, and reveals self-knowledge (2005, p. 163-164). “It is only through self-assessment that we gain the most complete insight into how sophisticated and accurate students’ views are of the tasks, criteria, and standards they are to master” (Wiggins & McTighe, 2005, p. 166).

An emphasis on overarching questions, open-ended learning targets, and a big idea help to develop a reflective practice in Backward Design. When the teacher considers the ultimate goal of the unit, thoughtful and open-ended questions help students to “reflect, rethink, and revise” their work. Perspective, empathy, and self-understanding will strengthen the goals of most any lesson and help students dive deeper than recall. “Constant shifts of perspective or required empathy with unfamiliar settings, texts, and characters demand rethinking and reflection” (Wiggins & McTighe, 2005, p. 215).

Such a reflective focus on teaching gives students greater opportunities for learning. It sheds light on the reality that reflection does not come naturally to many students; and rather it needs constant development. However, the continued emphasis on

reflection within the classroom will bring greater meaning and stronger understanding to student learning.

Effective Feedback

When feedback is given effectively, it is an important ingredient leading to a reflective mindset. Feedback has always been a part of the educational landscape, but through reflective practice, educators are recognizing that feedback can be counterproductive. If given in a critical matter or presented without a clear path forward, feedback brings about despair rather than motivation and understanding. It can have a dire outcome on the trajectory of student education. In contrast, effective feedback “encourages students to think and act like learners and results in deeper learning” (Chappuis, 2015, p. 94). Quality peer feedback, self-assessment, and deeper self-knowledge are important skills for the classroom as well as life. Effective feedback helps students understand what they know and see a path to learning what they still need to learn. Done well, it should motivate rather than discourage students. “So, selective assessment [peer feedback and self-assessment] should not be added on to a curriculum, rather it should be an integral part of a curriculum that scaffolds the development of the skills being assessed” (White & Frederiksen, 1998, p. 80).

Effective feedback is an important component of the question “*How does student self-reflection influence academic mindset change?*” because reflection and feedback go hand-in-hand. As we have come to learn, reflection is not a natural phenomenon for people, and effective feedback can guide them into more reflective habits. Gonzalez and Hirsch recommend changing the focus from feedback to feedforward.

Calling effective feedback “feedforward,” Gonzalez writes, “The most effective kind of feedforward helps people see opportunities for growth—ways they could take on new opportunities and roles” (Gonzalez, 2018, para 14). Hirsch explains feedforward should “push you to become a better person or challenge yourself or stretch” (Gonzalez & Hirsch, 2018). It requires the giver of feedback to be strategically minded, positive, and focused. In a traditional feedback setting, the person receiving feedback receives the information well after the situation has taken place, and often receives a long list of feedback items. Feedforward takes place as close as possible to the event - if not during the event, and it is limited in scope so the receiver can avoid decision fatigue, but rather feel motivated to recognize successes and improve upon them (Gonzalez & Hirsch, 2018).

In addition to decision fatigue, traditional feedback can have other negative consequences. Biases will cause different races and genders to react to feedback in certain ways based on stereotypes and perceptions. Cohen provides research that “Objectively equal treatment, in the form of equivalent feedback, did not translate into subjectively equal experience for members of different groups.” Based on stereotypes and perceptions, students from “negatively stereotyped racial and gender groups” were less likely to view feedback in a positive light. Rather, feedback carried the potential of diminishing hope and increasing doubts about individual abilities (2008, p. 82).

For this reason, the perception of feedback must always be considered when striving to make it effective. Cohen suggests partnering feedback with hope (an assurance the teacher believes the student is capable of better), and clear instruction for higher

standards. “Decades of psychological research suggest that human motivation is fragile. Seemingly small moves that we make in the classroom can thus produce large effects for our students, both for good and for ill” (Cohen, 2008, p. 83-84).

According to research by Beverly Showers and Bruce Joyce, “simply telling someone what to change, or even just doing a simple demonstration of what the change looks like, produces a transfer anywhere from 0 to 5 percent adoption” (Gonzalez & Hirsch, 2018). That’s an astounding number considering how much of school is based on a telling/demonstrating approach. However, the same research has shown a transfer rate of 95% “when that process is joined by active coaching ... that involves reflection and guided support” (Gonzalez & Hirsch, 2018).

Hirsch recommends the PREP approach: Point, Reason, Explain, and Prompt. Essentially, make a point, give a reason, provide an explanation, and prompt an answer. This method is helpful because humans have a tendency to sandwich criticism inside praise, which isn’t helpful. We are most likely to remember the last thing we hear, so rather than praise we want effective feedback (or feedforward) to end with a prompt for action or change (Gonzalez & Hirsch, 2018).

Feedback can help students reflect on where they have grown and believe they can continue to grow. The value is so great that feedback (or feedforward) should happen regularly in the school setting. However, it can also create success in the form of an intervention. In areas where classroom teachers simply don’t have the time, any one-on-one opportunity for feedback that leads to reflection and growth can bring about great change.

Project-Based Learning

Project-based learning is “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge” (“What is PBL?,” n.d.). It is a form of education that is gaining a significant amount of notoriety among educators and educational facilities, and its appeal has to do with increasing student engagement, agency, and hope. It caters to a growth mindset and places a strong value on the potential of the student. When I observe project-based teaching and learning, I continually think of the Greek proverb “Know thyself” because it truly allows students to consider, experiment, and reflect on their styles of learning.

The Buck Institute for Education is an organization with the goal of helping “teachers prepare students for successful lives” (“About BIE,” n.d.). They provide professional development, research, and support for project-based learning in the classroom. “Within our project design, reflection is a key element that helps us support students as they work to understand the *why*, *what*, and *how* of their learning within the project” (Parsons, 2016, para 1). Also inspired by John Dewey’s famous remark about the value of reflection on learning, Parsons expands to include “astounding” benefits of reflection in a project-based learning classroom:

- *Deepened learning*, via
 - sharpened *analytical skills* and
 - *integration* of new knowledge with previous knowledge & experiences
- (Parsons, 2016, para 3).

With this in mind, the Buck Institute for Education recommends continuous, intentional reflection from the beginning, middle, and ends of each project because, “Creating a learning experience is all the more purposeful with strategic reflection” (Parsons, 2016, para 17).

Hope is an important element of academic success that must not be overlooked. While Cohen stressed the importance of tying hope in with effective feedback, generating hope is critical no matter what the educational setting. Overwhelmingly, the research on reflective teaching environments suggest greater hope leads to greater academic achievement. “High hope leads to successful goal attainment, which itself is a function of identifying a suitable goal, ... generating pathways, moving toward the goal, tracking progress, and recognizing goal completion (Vohs & Schmeichel, 2018, p. 318).

Newell and Van Ryzin suggest “growing hope as a determinant of school effectiveness,” (2007, p. 465) and go on to present a Minnesota based organization called EdVisions as a sources of doing just that. Like the Buck Institute of Education, EdVisions has a focus of increasing project-based learning classrooms, creating and sustaining “secondary schools that use ownership and student-directed learning ... designing and implementing schools that pay attention to adolescent develop as a *means to academic success*” (Newell & Van Ryzin, 2007, p. 466). EdVisions students have personalized learning plans that, through the use of reflection, journaling, and self-assessment allow student autonomy, high engagement, and an “upward trend in hope” (Newell & Van Ryzin, 2007, p. 469).

While the goal of these two organizations is to increase the awareness, support, and presence of project-based learning schools, Newell & Van Ryzin suggest “traditional secondary schools can benefit from [their] experiences by taking into account adolescent needs for autonomy, belongingness, and competence” (2007, p. 470). These academic structures provide support and motivation when considering the potential of reflection as an intervention strategy.

I have interviewed numerous teachers who are trying to implement project-based learning into a traditional classroom structure. It is noteworthy how reflective these discussions are, and it strikes me that more reflective teachers are more naturally inclined toward this classroom structure. L. Mlynarczk shared about the many reflective opportunities scattered throughout her project-based lessons, “I honestly felt like the reflection was just as important as the product and process” (personal communication, January 18, 2019).

In the Lunch and Learn structure, I am limited in scope with the classroom instruction these students receive. I cannot ensure students are regularly guided through reflection; yet I have a unique opportunity to provide one-on-one motivation, reflective guidance, and hope. Many of these students are not unfamiliar with reflection, but they may have let the practice fall by the wayside. Lunch and Learn is an opportunity to coach and instruct from the sidelines.

The International Baccalaureate, Metacognition, and the Theory of Knowledge

The International Baccalaureate (IB) is an organization that is committed to staying up-to-date on teaching best practices, and then implementing those practices into IB certified schools through quality controlled methods. In its mission statement:

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (2013).

Key to the International Baccalaureate structure is the IB learner profile characteristic “Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development” (IB Diploma Programme, 2013, p. V). For this reason, IB has an intentional K-12 focus on metacognition.

“Metacognition is concerned with how learners think about their own thinking and account for their own mental processes . . . Moreover, metacognitive thinking means being aware of one’s own progress toward meeting a learning goal or completing the requirements for a learning activity” (Denton, 2009, p. 840). In the context of high school, metacognitive strategies involve learning how to learn, and honing those skills.

The value of improving metacognitive skills is broad. In short, students must have firsthand knowledge of the history of knowledge creation and refinement if they later are to find meaning in knowledge” (Wiggins & McTighe, 2005, p. 92).

The International Baccalaureate program requires for its Diploma Programme (11th and 12th grade students) a course called Theory of Knowledge. This course aims to intentionally guide students in learning how they learn. “The Theory of Knowledge course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study, ... and to make connections across them” (IB Diploma Programme, 2013, p. 3). Essentially, the International Baccalaureate believes reflection is at the core of a good education and strives to ensure all of its graduates are well-versed in reflective practice. “TOK students learn to reflect on the degree to which their own and other people’s motivations, beliefs, thought processes and emotional reactions influence what they know and what they are capable of knowing” (IB Diploma Programme, 2013, p. 7).

A reflective practice is not limited to 11th and 12th grade, but plays a key role from the early years. A. Wilcox, IB Coordinator at an IB middle school, places a significant focus on developing reflective skills with her students and teachers. Her school recently developed a goal of changing student compliance into student engagement and believed reflection would be the key factor in that change. The school asked teachers to be more intentional about incorporating reflection into teaching practices, specifically with summative tests and assignments. After every summative test, project, or other assignment, teachers were asked to incorporate a reflection piece asking

students to reflect on how they performed, why they performed how they did, and what they would do differently if given the chance. Not only did this goal of adding reflection give them significant data on engagement, it sparked a number of changes schoolwide including a switch toward student-led parent/teacher conferences based on a reflective portfolio. In Wilcox's opinion, insisting students reflect has been the "single most influential step the school has taken that has tipped the ladder toward increased student engagement and understanding" (personal communication, January 18, 2019).

Collaboration is Critical

The International Baccalaureate found the teaching of metacognitive strategies to be so critical for success that it created an entire class dedicated to this purpose. Outside of IB, schools recognize a need to develop metacognitive skills and are working to implement helpful resources. However, these resources are not covering all students, and the students being missed have a tendency to fly under the radar. Teachers want to do what's best for their students, but often fall into traditional classroom structures and practices due to broad initiatives and numerous prescribed focuses which can lead to being overwhelmed. Change in the norm is occasionally met with what looks like resistance or laziness, but as Heath & Heath explain, "In fact, the opposite is true: Change is hard because people wear themselves out. And that's the second surprise about change: What looks like laziness is often exhaustion" (2010, p. 12). This exhaustion describes the status of an extraordinary amount of teachers I've encountered over the years.

Collaboration can reduce the workload while improving the student experience. Unfortunately, collaboration can be difficult to come by. With teachers exhausted and

overwhelmed by standards, initiatives, and basic classroom management, there is a strong tendency to turn inward and resort to old practices. Often, mere crowd-control can be one of the biggest - but least effective - classroom motivators (Denton, 2011, p. 845-847).

Teachers may not have common prep times or a dedicated space for collaborating with each other. However, collaborating to build self-reflection skills can have transformative results within school culture.

Conclusion

New learning and reflection should go hand-in-hand within the classroom. When students are given guided opportunities to reflect on school performance and personal engagement, they will more actively be able to connect their own effort toward their academic success. This helps students evolve from fixed to growth mindsets and take charge of their learning. I am asking the question, *How does student self-reflection influence academic mindset change?* because of the remarkable value of reflection in learning.

The literature review has shown only positive results when reflection is intentionally included and cultivated within learning. Reflection improves teaching and student practice, and develops senses of self, senses of purpose, and a love of learning. Many major trends, movements, and educational organizations are stressing the necessity of reflective practice for student learning. In chapter three, I will discuss my plan for implementing the results of this research into action.

CHAPTER THREE - METHODS

The more time I spend working with teachers in their classrooms, the more I believe high school students will benefit from continuously developed reflection skills. I believe it is possible to meet these needs without creating an additional class for students to take. The structure, however, will require student agency and teacher collaboration. It's an if-you-build-it-they-will-come scenario where more intentional and reflective instruction will inspire student agency and engagement, which will inspire more effective collaboration and return full circle toward creating more intentional and reflective instruction.

Due to the abundance of information available on the value of reflection for student growth, and lack of information found on reflection as an intervention, I will be conducting action research to answer the question: *How does student self-reflection influence academic mindset change?*

Important Definitions

As mentioned in chapter one, there is growing recognition of the need for student reflection. This is evident because of current educational trends which highlight reflection as key. However, there is danger present in a lack of understanding of what reflection looks like for students. Some believe reflection is a natural phenomenon rather than something that students cultivate over time, and this can lead to the false belief that reflection is the same as, for example, inquiry or student-led learning. Reflection must be included in educational movements as its own entity.

For the purposes of this study, the definitions for “reflection” and “academic mindset change” will be based on Dewey’s belief that reflection is a purposeful, community experience that always has a positive outcome. Because we know that it is common for educators to believe students are practicing self-reflection when their students may actually have forgotten the practice, student self-reflection must be well-defined. The definition of reflection for the purpose of this study is: a mindful and purposeful community activity that allows students to see and understand why and how they learn best. Academic mindset change is intricately tied into the reflective practice and is loosely defined by Dewey’s belief reflection will always have a positive outcome. Academic mindset change will be measured by factors such as continuous attendance, attitude changes, grade increases, and prolonged motivation.

Research Setting and Subjects

The school district where this research will be conducted is located in a second-tier suburban city near a major metropolitan area. The city is located on one of the largest lakes in the area, and it houses a historic downtown with shops, restaurants, and other amenities. The city is growing in population and diversity, and has active community involvement within the city and school district.

The district houses three high schools. One of the high schools serves students in grades 9-10, the other high school serves students in grades 11-12, and the third high school is an Alternative Learning Center, serving students in grades 9-12. I work in the 9-10 grade school. This school educates approximately 1,284 students of which 24% are people of color, black, or indigenous and 26% are on a free or reduced lunch program

(“Minnesota Report Card,” 2019). This study included 20 students in grades 9-10. Twelve of the students were male and 8 of the students were female.

Plan Feasibility

My role in the district includes interventive work with both 9th and 10th graders in two areas. I serve as the Writing Center coordinator, and a Lunch and Learn staff leader. The Writing Center is available both to students seeking extra guidance with writing, and to teachers looking for assistance with student writing. Lunch and Learn is a lunchtime option for students who need something extra to guide them through their studies. Any student may choose to attend Lunch and Learn, but students are specifically invited when they have 1 - 3 Ds or Fs among other passing grades.

Now that I am working in this unique capacity, I understand that my supervisors are looking for data to highlight areas where more support is needed. We can easily develop data to show whether or not students catch up during this time; but I think we can develop data that proves its long-term effectiveness. Fortunately, I have the support and flexibility to try to make this work.

I am employed in a situation that requires teacher collaboration and improved academic trajectory to be successful. It is my hope that using this time of intervention to boost self-reflection skills will prove to have a lasting impact on the future academic success of students who participated in Lunch and Learn. Finding a way to meet the needs of these students would be an exciting way to grow in my career.

The first variable I see in this design is the willingness of other teachers to collaborate. I'm working with the constant of students who are behind in their classes, and

I have no control over the class structures. However, I can work individually with students to develop skills that will allow them to take charge of their classes regardless of their individual circumstances, and to develop structures which empower students to continue learning despite situations where they may feel restricted. I want my students to leave with self-identified successes and more intrinsic motivation.

A second significant variable is unpredictable attendance. The structure of Lunch and Learn is such that students are invited to attend six days of Lunch and Learn in groups which we call a “cohort.” Every two weeks, district administration sends email and paper invitations to families of students who fit the defined parameters, and students who choose to attend Lunch and Learn become a part of the cohort. As it stands, approximately 10-15% of students invited to Lunch and Learn actually attend. Among the attending students, some do not choose to participate for all six days. However, some of the students who do attend choose to return for future cohorts and participate for a much longer period of time. This resource is available to students regardless of an invitation, and therefore has an unpredictable attendance structure.

Other variables are the lack of a control group and the lack of a structure to track student grades throughout their high school careers. This particular study will only follow students through the cohort or, if the student chooses to continue attendance, through the remainder of the semester. Without a control, we cannot draw concrete conclusions about whether or not Lunch and Learn was exclusively responsible for improved grades, and we cannot track what kind of impact it made on their grades in the future. My personal theory is that many of these students would and could bring their grades up on their own,

but the community support and guided reflection is what will develop intrinsic motivation for the future.

The Research Paradigm and Data Collection

Lunch and Learn was a program my school district organized with the goal of helping struggling students catch up and improve grades. As my involvement with the program developed, I found it important to add the goal of helping students to mature in a growth mindset and see purpose in their educations. I don't just want them to improve their grades, but I want them to WANT to improve their grades.

This is why I chose to pursue the question: *How does student self-reflection influence academic mindset change?* All of my action research will be conducted during Lunch and Learn. Most of our high schoolers are not given time in the school day for a study hall, and I see significant value simply in offering struggling students some extra time, space, and help. Many of the students attending Lunch and Learn have lost (or never gained) an intrinsic motivation to succeed in school, so putting forth the work and developing the desire to improve grades and keep them up is an indicator of academic mindset change.

The mantra of my time working with students will be "Reflection, Reflection, Reflection." I intend to implement many of the strategies laid out in the literature review, such as strategies of metacognition, feedforward, PREP, checklists, etc. However, the most important strategy will be to embrace every available opportunity for reflection. Continually asking questions like: *Why did/didn't this work for you? What could you have*

done differently? Where could you have improved? What will you take with you next time? will be of the utmost importance.

In an effort to answer the research question, I have decided to use a mixed methods approach of both qualitative and quantitative analysis. Much of the qualitative data will be collected through The Three Es: Experiencing, Enquiring, and Examining (Mills, 2018, p. 131). Experiencing will be through direct observation as an active participant observer. Mills (2018) explains “using direct observation as a data collection strategy is familiar and not overly time consuming ... Action research gives us a systematic and rigorous way to view this process of observation as a qualitative data collection technique” (p. 112). I will be actively leading, observing, and reflecting throughout this process. The Enquiring aspect of qualitative data will take place through informal interviews with other students and teachers. In addition to working with students to reflect, I would like to work with teachers to identify existing areas of guided reflection, and hear what they consider strengths and weaknesses. I will also reflect with and seek feedback from the Lunch and Learn Reading Specialist as we work together. Finally, implementing the third E: Examining, will take place throughout our research as I use and make records such as artifacts and field notes (Mills, 2018, p. 131).

Quantitative data will also be collected through tracking of student grades and missing assignments throughout their Lunch and Learn attendance. While I don't believe this is the most significant factor (because a number doesn't prove a perspective has improved or a student has increased motivation), this data will still prove necessary in order to help achieve triangulation. Triangulation is an approach that helps the researcher

view the data from multiple angles, and “build on the synergy and strength that exist between qualitative and quantitative research methods ... [helping us to] understand a phenomenon more fully” (Mills, 2018, p. 140). Student attendance and grading data in correlation with student reflections will provide a more clear understanding of how student reflections have strengthened their growth mindsets. If students were to appear to have academic mindset changes without grade improvement, more questions would need to be asked.

The Plan

Lunch and Learn cohorts revolve in 2-week cycles of 6 lunches (Tuesday, Wednesday, and Thursday of each week). Following is the plan for the 6-day cycle:

Day 1 (First Tuesday):

On day 1, students will complete the Lunch and Learn Day 1 Inventory (See Appendix A). While students are eating, Lunch and Learn teachers will work individually with students to complete the first page. After the first page is complete, students will individually complete the second page. If time allows, teachers and students will be able to discuss page two, either as a group or individually with a teacher.

Day 2 (First Wednesday):

Lunch and Learn teachers will conduct short interviews with each student to assess progress. Questions will vary based on student situations, which may include things like:

- Lacking time
- Misunderstanding concepts

- Frustration with teacher/class
- Significant makeup due to absences
- Stress/anxiety about class
- Other

Examples of questions that may be asked during short interviews will include:

- What have you been trying? Is it working? Why?
- Have you tried any new strategies? Are they working? Why?
- What is/isn't working for you? Why?

Teachers will then strategize with students to refine goals/plans. Some strategy examples may include:

- Short stress relief/mindfulness videos (changetochill.org)
- Organization help
- Helping students reach out to teachers
- Journaling

Day 3 (First Thursday):

Students will complete the Day 3 Entrance Ticket (See Appendix B) upon arrival.

Day 4 (Second Tuesday):

Because it is the start of the second week, day 4 will include revisiting the Lunch and Learn Day 1 Inventory. Students will assess progress in all classes, and make changes as necessary.

Day 5 (Second Wednesday):

Lunch and Learn teachers will conduct short interviews with each student to assess progress. Questions will vary based on student situations, which may include things like:

- Lacking time
- Misunderstanding concepts
- Frustration with teacher/class
- Significant makeup due to absences
- Stress/anxiety about class
- Other

Examples of questions that may be asked during short interviews will include:

- What have you been trying? Is it working? Why?
- Have you tried any new strategies? Are they working? Why?
- What is/isn't working for you? Why?

Teachers will then strategize with students to refine goals/plans. Some strategy examples may include:

- Short stress relief/mindfulness videos (changeto chill.org)
- Organization help
- Helping students reach out to teachers
- Journaling

The results of these interviews could bring about follow-up questions tailored to individual student experience.

Day 6 (Second Thursday):

The final day of Lunch and Learn will include a celebration of Lunch and Learn achievement, time for students to finish up work/goals, and this short Emoji Exit Ticket (See Appendix C).

Two Week Follow-Up

Approximately 10 school days after students have completed Lunch and Learn, they will be sent a Google Survey asking the following questions:

- What is the reason you were invited to Lunch and Learn?
 - Failing grades
 - Number of missing assignments
 - I wasn't officially invited, but I wanted to use the time
 - How many days did you attend your Lunch and Learn cohort
 - 1 - 6
 - Was this time helpful?
 - Extremely
 - Somewhat
 - Not at all
 - Did the reflection surveys/tickets help you feel better about your schoolwork?
 - Totally
 - A little
 - Not really
- Explain Why:

- What was the most valuable thing about Lunch and Learn?
- What was the least valuable thing about Lunch and Learn?
- How likely would you be to encourage a friend to attend Lunch and Learn?
 - 1-5

Conclusion

Working with 9th and 10th grade students in the unique Lunch and Learn setting, I hope to implement a plan that will provide hope, confidence, and joy in future learning. During our 6 cohort days, students will be continually asked to reflect on their purpose and progress and make adjustments when necessary. Students will be guided through several reflective activities and will be given individual opportunities for reflection based on teacher monitoring and adjustments. After several cohorts, I plan to analyze data and trends to answer the question: *How does student self-reflection influence academic mindset change?*

CHAPTER FOUR - RESULTS

Lunch and Learn Student Experience

Meet Thomas, a 10th grader who participated in Lunch and Learn. In middle school, Thomas had been in the district's gifted and talented program. He is active in soccer, hockey, and band. This year, Thomas was in tenth grade, enrolled in Honors Biology & Honors Language Arts, and was dealing with several missing assignments, an F and two Ds. Over the course of the school year, Thomas was invited to almost every section of Lunch and Learn, but he was resistant to attending. Eventually, his mom (who works in the school) required that he attend during 4th quarter. Even after that requirement, Thomas resisted attending. He showed up for the first day of three Lunch and Learn cohorts before he eventually decided to continue with the program.

Thomas was missing several assignments in History, Honors Language Arts, and Spanish. He reflected that he was not good at following through with test makeups and prioritizing missing assignments. Once he decided to stick around, he set a goal of getting all of his grades at a C or higher. The third time Thomas attended Lunch and Learn, he had already completed the Day 1 Inventory twice. The other two times, Thomas attended on Day 1 of the cohort, and then chose to go to lunch instead of coming back to Lunch and Learn. So the third time, I decided not to fully complete a Lunch and Learn Day 1 Inventory, but to review it and see if it needed updates.

Thomas was in a similar spot regarding homework and missing assignments, so we worked together to prioritize assignments for the class where he was getting an F. We determined what assignments he already had with him and what he needed to get from a

teacher, and we set a goal for what he would have complete by the time he returned the next day. Thomas was then given the rest of that Lunch and Learn to work on his own.

Once Thomas had a plan, focus, and time to work, things turned around for him. Thomas finished the two-week cohort and also came back for every remaining cohort of the year. He worked diligently and needed less and less help with organization as time went on. At the beginning of the next cohort, we worked on a new Day 1 Inventory, and Thomas commented this sheet was one of the things that kept him from returning, but now he saw how helpful it was. He said that only coming on the first day, he felt the cohort was all about paperwork, and didn't see how this time would help. After repeated attendance, he began to look at the green sheet as a valuable resource. It reminded him of the goals he had set and the priorities he had determined.

It wasn't just Thomas's grades that changed, but also his attitude. Thomas started off with Lunch and Learn quiet and reserved. He was always kind and respectful, but he was obviously not happy to be spending this time with us. After about 3 days of consistent attendance, Thomas would show up with a smile on his face and less of a weight on his shoulders. He carried himself taller, moved with more ease, and was more open and conversational.

After about 3 weeks of attendance, however, Thomas skulked back into the classroom with a clear burden on his shoulders and a heavy attitude. Any conversation I had with Thomas was met with a short answer, and he explained he just wanted some quiet time to work. Later in the day, Thomas's mom pulled me aside to ask how Lunch and Learn went on that particular day. She shared the story that on the way to school,

Thomas told her he was really happy to be going to Lunch and Learn, but he missed the time he would otherwise have at lunch with his friends. His mom pointed out that was a consequence of falling so far behind in school and Thomas responded, “This is a consequence??” He was extremely upset to have Lunch and Learn portrayed as a consequence and it threw him off of his game. His mom asked what he thought of the time as, and Thomas responded, “I just thought you all wanted what was best for me.” She then explained that’s exactly what we all want, but sometimes it shows up as a consequence.

This bummed me out. For a family, I could understand how this was portrayed as a consequence; but for the Lunch and Learn staff, this time was anything but. Armed with this new knowledge, I made sure to spend time on the next day pointing out how incredibly impressed I was with Thomas’s progress. His grades at that point were already all at a C or higher, and he was still attending! He was working hard, collaborating with other students, and reaching out to staff. Just this bit of praise turned things around, and Thomas went back to his peppy and productive demeanor.

A couple weeks after school was out, Thomas sent an email explaining, “I am sending this to you to thank you for your amazing help this year. I came to you with three grades below a D, and I ended above a 3.0 gpa. I can’t say thank you enough for all the help and support you guys have [given] me. I don’t know if you guys know this but I got nominated to go to Europe for band. My parents said I needed to get a B average to go. Well I got there in the end so thank you both for helping me get there.”

I was thrilled to learn Thomas had found such success and ended the year on a good note. I was disappointed to learn I didn't even know this was Thomas's goal. Even to some of the brightest students, the student/teacher connection is a bit of a mystery. Doing all of this work so closely with Thomas, he didn't even think to share that he was working on earning a trip to Europe ... but this would have been such important and valuable information to work with!

Thomas's story portrays a typical experience for Lunch and Learn participants. It shows how quickly reflective activities can help students and improve their mindsets. It also highlights some of the complications and unexpected findings of the study, like the importance of working to develop teacher/student relationships and ensuring student autonomy so students can better help themselves.

Action Research Process

After receiving IRB approval and parent consent, I was able to begin implementing the 6-day plan. A summary of this plan is as follows (the full plan can be reviewed in Chapter 3):

Day 1: Completion of Day 1 Inventory

Day 2: Informal interviews and student work time

Day 3: Day 3 Entrance Ticket and student work time

Day 4: Review/Update Day 1 Inventory and student work time

Day 5: Informal interviews and student work time

Day 6: Student work time, celebration, Emoji Exit Ticket

I collected data for a total of four two-week cohorts over four lunch hours to answer the question: *How does student self-reflection influence academic mindset change?* Action research was conducted with 16 cohorts over a period of less than 3 months, with a total of 20 students. The research was conducted using mixed methods.

Participating students began on Day 1 by completing the inventory and working on reflections. In most cases, Lunch and Learn staff (myself or the Reading Specialist) interviewed and transcribed for students. Lunch and Learn students are given 30 minutes to get their lunches, eat their lunches, and also complete homework and other tasks. Therefore, whenever possible, we tried to work on the inventory with them while they ate. Occasionally, Lunch and Learn was too full, and students would have to complete the inventories on their own. The interview method seemed to bring about more thoughtful answers.

I had been running Lunch and Learn along with the same Reading Specialist all year, but we didn't add in the reflective elements of the inventory until we began collecting this research. The very first day we implemented the Day 1 inventory, we both noticed the reflection elements, which asked students what helps them have more and less success in their various classes, truly got to the heart of the matter. Both of us felt excited by how quickly students were able to voice issues other than simply doing the work and turning it in. Students mentioned things like commonly missing earlier classes due to oversleeping, sitting next to friends who distract them, or just being so hungry they struggle to focus.

Action Research Results

As I have analyzed the data, I've come to realize there are multiple ways to approach the results (as should be expected with a mixed methods approach). First, I will share a summary of the daily process, progress, and my observations. I will then discuss both the quantitative and qualitative results. After providing the data on all 6 cohorts, I will then follow up with observations and reflections.

Day 1 (First Tuesday):

On day 1, students will complete the Lunch and Learn Day 1 Inventory (See Appendix A). While students are eating, Lunch and Learn teachers will work individually with students to complete the first page. After the first page is complete, students will individually complete the second page. If time allows, teachers and students will be able to discuss page two, either as a group or individually with a teacher.

The inventory was time consuming and students seemed initially frustrated with the process. With a sense of unknowing, first-time Lunch and Learn students were generally reluctant to attend and participate, even though attendance was not required. Some of the issues involved uncertainty and change of routine, and some students were frustrated because their parents were forcing them to attend. Many were uncomfortable or embarrassed talking about their lower grades, and there was a fair amount of resistance to the initial reflection. For this reason, it mattered significantly that the Lunch and Learn staff maintained a non-judgmental attitude. The purpose of this time was reflection and growth, so there was no room for criticism in this space.

The Day 1 Inventory (which became known as the “green sheet” because it was printed on green paper) was generally met with hesitancy, and some students gave feedback that this took too much time. As mentioned earlier, it was incredibly effective in learning more details about why students were struggling and what was causing their struggles. The reflective piece helped the teachers and students to recognize the heart of the issue and make an attainable plan.

There were significant patterns visible among student reflections. The overwhelming results pointed toward student engagement as a factor in more successful classes. Feelings of confusion, boredom, or restriction correlated with lower grades. Classes with the lowest grades and classes with the highest grades were sorted into two columns and students were then asked what factors were involved in their struggles and successes. In their more successful classes, students mentioned factors like understanding the subject, fewer distractions, organized teacher/classroom, and engaging teaching styles. A significant factor of achievement was related to student autonomy. Students had energy and excitement about classes where they felt the teacher gave them some leeway in how they could best showcase their learning. Students felt they did better in classes that gave them choice and flexibility so they could build off their strengths.

In their less successful classes, students mentioned issues such as feeling too restricted by guidelines, wanting to be able to use their creativity on assignments where they felt the rules were too rigid, enticing distractions, and time of day hindering focus (early morning classes, classes before a late lunch, etc.). The amount of homework was another big factor in classes students struggled with because where they felt

overwhelmed by homework, they were more likely to give up. They felt they'd never have the time or energy to finish all of it.

Another considerable factor in lower grades involved fear of talking to teachers. In many cases, it seemed like talking to the teacher was the absolute worst-case, end-of-the-rope solution. When it was clear that one student was going to need to get in touch with some teachers to develop a plan for passing the semester, he flat out refused saying, "I will do anything except talk with my teachers." We then brainstormed a solution, and I collaborated with him to type and send an email. One student noted a tendency to lose focus followed by a reluctance to ask questions afterward. Other comments included: "Need to seek help from teacher because there isn't time in the structure of class," "I feel dumb asking questions." and "When I don't get it, I don't do it."

As mentioned earlier, many students felt an initial frustration by these inventories. Due to the short time period allotted each day, the inventories often took most of the time we had with students on Day 1. In order to create a compulsion to return, it felt important to create a homework goal and a next day goal so that students would show up feeling ready and accomplished on Day 2. Without the inventories, it would have been difficult to create adequate homework goals, and to remember the details of each student. With such little time, we felt we needed to stick with the inventory even though it was met with frustration. While students do have a keen understanding of why they are where they are, this activity helped them reflect and articulate their struggles. Work can be frustrating, especially when students are feeling behind in other work – but the Lunch and Learn staff

felt this step was ultimately the most critical piece for the success of this program. It gave us a holistic view of all the things working and not working for our students, and helped us help them. It also helped them help themselves.

This does hint at a sort of danger with reflection as a short-term intervention. While it is helpful for improvement in grade, growth mindset, and overall attitude, it requires continued opportunity and development so the reflective practice will be more regular. This was not the first time these students had ever reflected or set goals for grade improvement, but their skills were rusty. While this intervention made a significant impact, without continuous development, there is concern that the change will only be short-term.

Day 2 (First Wednesday):

Lunch and Learn teachers will conduct short interviews with each student to assess progress.

Day 2 gave students much more time to make progress on their work. They generally came prepared with a plan for the day, and because of the previous day's inventory, the Lunch and Learn staff knew exactly how to guide and direct them. We were able to ask about their goals and strategies, and reflect on how effective they were. Student attitude and motivation generally began to improve on this day, though there were a few participants who remained skeptical.

The informal interviews that took place on Day 2 were critical. After a quick glance of the Day 1 inventories, both students and teachers were quickly and easily able to make a daily plan. As early as the second day, students were open and honest about

what was and was not working. Whereas on the first day students were more often than not hesitant and withdrawn, on the second day students seemed much more relaxed and open. Many students remarked that arriving with an attainable goal helped them quickly transition into Lunch and Learn.

Because of the informal nature of the Day 2 interviews, there is no quantitative data to report.

Day 3 (First Thursday):

Students will complete the Day 3 Entrance Ticket (See Appendix B) upon arrival.

The process for this Entrance Ticket was smooth. It gave students a moment to revisit their goals and assess their progress but it didn't take much time. In addition to this Entrance Ticket, the Lunch and Learn staff would check in on progress (as appropriate) and discuss weekend goals/plans with each student.

The Day 3 Entrance Ticket was a brief activity important both for student reminders as well as for data collection. It required students to revisit and remember they made goals; and to determine both if their goals were attainable, and still in line with their plans. Students used this ticket in three ways. Some looked at it as an assessment of Lunch and Learn, others looked at it as an assessment of their overall schoolwork, and the rest did an assessment of Lunch and Learn and classes together.

100% of students answered yes to the question "Have you made progress toward your goal?" and 100% of students felt they were on the right track (based on answers to question #4: Do you need to tweak your goal or update your strategies?). This means that, even though students felt the Day 1 Inventory was time consuming, after just one

additional 30-minute period of work time, students were clear on their goals and felt progress had been made.

By day 3, the value of Lunch and Learn was clearly felt and expressed by all students. For students who only focused on Lunch and Learn, some of the answers to the question, “What is working for you so far and why?” included:

- *Lunch and Learn is quiet with no distractions.*
- *Having time and help with homework.*
- *The teacher because she is pushing me and encouraging me to finish my work, and she helps me along the way.*
- *It's nice to have more time to work on things because it helps me get caught up when I'm behind.*
- *Making a plan before I get started because I know what to work on.*

For the same students, responses to the question, “What isn't working for you so far and why?” were either left blank or focused on Lunch and Learn being too short.

There was a noticeable trend among students who focused on overall schoolwork, or schoolwork and Lunch and Learn combined. These student reflections tended to be intricately connected to previous reflection work based on the Day 1 inventories and informal interviews. One student who noted “not asking questions” as a factor related to classroom struggles wrote “Asking for help” as an answer to “What is working for you so far?” A few student comments noted that doing homework was a struggle and wrote they were still struggling with this on Day 3.

Many students noted that making a plan along with a teacher helped them know exactly what to do. Students noticed focus and purpose, which helped them avoid distractions. One student's goal was to avoid going to summer school and that student answered "Staying on top of my work" as something that was working because "I tell myself that I don't want to go to summer school for these classes." Other students commented that working on "important" or "high percentage" work was helping their grades to increase more quickly than just working on the whole pile of missing work. Another student who made a Day 1 Inventory goal of getting "grades back up to what they were before I started procrastinating" wrote that something that was working is the goal of "a page a day on the research paper because ... it's easier for me to organize."

Day 4 (Second Tuesday):

Because it is the start of the second week, day 4 will include revisiting the Lunch and Learn Day 1 Inventory. Students will assess progress in all classes, and make changes as necessary.

Little to no data was collected from the second Tuesday of the cohort. Day 4 involved checking in with regard to weekend progress and status of goals made on the Day 1 Inventory. Often there was reason to celebrate accomplishments on this day, and new homework priorities to set. While most students kept their Lunch and Learn goal, many had completed and turned in their priority assignments, and they needed to set new priorities.

Day 5 (Second Wednesday):

Lunch and Learn teachers will conduct short interviews with each student to assess progress.

Similar to Day 4, this day generally had a celebratory tone. The informal interviews showed students had gained confidence and autonomy. They let us know they would inform us if they needed help, and they were also forging relationships with other students in the cohort - many had begun working together to help each other out. At this point, most students could see progress and believed things were improving. It did not take long for Lunch and Learn to feel like a well-oiled machine. Students were now looking for their green sheets with purpose and motivation, and after a few informal questions, the Lunch and Learn staff quickly understood how best to help each student who walked through our doors.

Day 6 (Second Thursday):

The final day of Lunch and Learn will include a celebration of Lunch and Learn achievement, time for students to finish up work/goals, and this short Emoji Exit Ticket (See Appendix C).

At this point, many students were either clearly caught up or asking if they could return the following week. In a matter of six days, students who began with reluctance were eager to return and excited about the progress they had made. After successful completion of one cohort, students recognized Lunch and Learn as a resource rather than a punishment, and many chose to return without even waiting for an invitation. Students would recognize they were behind and walk in announcing, "I need a green sheet!"

On this day, students completed the Emoji Exit Ticket. Students were asked to circle the emoji that best fit their feelings about how well their time at Lunch and Learn has helped them. There were 5 emojis to represent a scale from terrible, not great, mediocre, great, and incredible.

In order to best gauge our impression of student mindset growth, my teaching partner and I collaborated at the end of each Day 1 Inventory. We discussed the comments, attitudes, and perceptions of student feelings and made a checklist on a blank Emoji Exit Ticket. After the Day 1 Inventory of all 20 students, we placed 7 students in the “terrible” category, 7 students in the “not great” category, and 6 students in the “mediocre” category.

On the 6th and final day of the cohort, student response to the Emoji Exit Ticket was much more positive. 12 students indicated they were feeling “great,” 5 students indicated they were feeling “incredible,” and 3 students were not present on the final day to complete the activity.

Some of the comments from the “Explain” section of the Emoji Exit Ticket included:

- *“I needed someone to help manage me getting my work done and to keep me on track, and that’s what they did here.”*
- *“Gave me a quiet area free of distractions. My only problem was that there was not a lot of time.”*
- *“Because my grades are going up and my missing assignments are going down.”*
- *“Got my grade up.”*

- “The teachers really helped me stay on track.”
- “Had a great time and it really helped.”

Two Week Follow-Up

Approximately 10 school days after students have completed Lunch and Learn, they will be sent a Google Survey

Receiving emailed survey results were somewhat more grueling. The results seemed to match what we were experiencing during each cohort, but gaining the results was more difficult. Whether it is because students weren't checking their email, did not notice the email, or did not think it was important, it went largely unnoticed. Fortunately I was able to send reminders and make a morning announcement that helped students take this action.

14 out of 20 students responded to the follow-up survey that was sent two weeks after completion of each cohort. Of those students, all attended at least 5 of the 6 days.

Survey questions were answered as follows:

- Was this time helpful for you?
 - 86.7% answered “Extremely”
 - 13.3% answered “Somewhat”
 - 0% answered “Not at all”
- Did the Lunch & Learn reflections/exit tickets help you feel better about your schoolwork?
 - 66.7% answered “Totally”
 - 33.3% answered “A little”

- 0% answered “Not really”
- Did your grades improve after Lunch & Learn?
 - 93.3% answered “Yes”
 - 6.7% answered “No”
- Do you feel Lunch & Learn helped you bring your grades up?

All answers were “yes,” with one answer expanding to say the time helped a little, but a longer session would have been more helpful.

- In your opinion, what was the MOST IMPORTANT value of Lunch & Learn?
 - 60% answered “Homework help from the Lunch & Learn staff”
 - 20% answered “Time to work on my own”
 - 13.3% answered “Reflection on the reason I'm behind in certain classes, and brainstorming ways to improve”
 - 6.7% answered “Planning help from the Lunch & Learn staff”
- In your opinion, what was the SECOND most important value of Lunch & Learn?
 - 6.7% answered “Homework help from the Lunch & Learn staff”
 - 40% answered “Time to work on my own”
 - 33.3% answered “Reflection on the reason I'm behind in certain classes, and brainstorming ways to improve”
 - 20% answered “Planning help from the Lunch & Learn staff”
- In your opinion, what was the LEAST important value of Lunch & Learn?
 - 13.3% answered “Homework help from the Lunch & Learn staff”
 - 26.7% answered “Time to work on my own”

- 26.7% answered “Reflection on the reason I'm behind incertain classes, and brainstorming ways to improve”
- 33.3% answered “Planning help from the Lunch & Learn staff”

Did Grades Improve?

Grades resoundingly improved. After students participated in the Day 1 Inventory, they worked with the Lunch and Learn staff to determine which courses should take priority. Through careful reflection, they set goals and determined priority classes and assignments.

- All 20 students had a grade increase in at least one of their goal classes.
 - 15 of 20 students had grade improvements in all of their goal classes. The amount of goal classes ranged from 1 - 3 classes.
 - 4 of 20 students had grade improvements in at least one of their goal classes, while some of their goal classes received the same grade. The amount of goal classes ranged from 2 - 5 classes.
 - 1 of 20 student saw a grade drop in 1 of 2 goal classes.

While 100% of students saw grade increases in their goal classes, several students did receive a slight drop of grade (e.g. A- to B+) in classes where they didn't set goals.

There could be several reasons for this, which were not covered in this research.

Continued study would need to be done to make conclusions on this result.

Did Mindset Improve?

We noticed students grow lighter and brighter from Days 1 to 6. Despite reluctance with the Day 1 Inventory, the actual success of Lunch and Learn would not

have been great without its completion. It was information the teachers needed to assess and help effectively. Another factor that contributed to student success was the safe atmosphere of Lunch and Learn. The Lunch and Learn teachers were consistently mindful that students should be learning how they learn. The reflection helped them see and own their failures and successes; there was no room or need for lecture.

For some reason, students expect their teachers do not want to hear their goals, do not want to hear their questions, and do not even want to know they are trying to improve. Students consistently expressed that they feel asking questions makes them look dumb. We were able to coach students through asking necessary questions of their teachers, and students found success.

Meet Mariam. Mariam quietly snuck into class, sat in a self-protective manner, and covered most of her face with her hair. As I worked with her on the Day 1 Inventory, I could barely get a look in her eyes, but when I did, I saw the beginning of tears. She was so far behind in her classes that I personally felt despair. Internally, I wondered if we had the right resources in Lunch and Learn to help her out of multiple failing grades. However, she had willingly come to us and I wasn't going to give up on her. We discussed priorities, plans, and ways we could help. She asked me to reach out to a teacher for her and told me which teachers she could reach out to herself. I told her that I believed she could do it - and then I honestly added, I believed she could do at least some of it - and just getting a grade or two into passing would take a huge burden off of her shoulders. She returned with more plans and piles of completed work. Once she felt a spark of hope, she hardly needed any help. And she glowed. When she came to Lunch

and Learn, I could see her face, and such a noteworthy change in her demeanor, that I mentioned it to her. She was clearly in a better place. Through the course of Lunch and Learn, she was able to get two of her failing grades up to passing (one core subject went from an F to a B-!). When I asked her to please make sure she remembered to take the follow-up survey, she answered “Of course! You have helped me so much that I will definitely help you.”

Meet June. June dragged her feet into class with a lackadaisical, checked out attitude. She was distracted and fidgety, would not make eye contact, and she nervously laughed through the entire Day 1 Inventory. I patiently asked her what she was thinking during that laughter and she said, “I don’t really see a point. I don’t think I can bring any of these grades to passing.” From my perspective, I did not agree. So I reflected on June’s grades and assignments with her, and asked her to explain all the good grades that were present. After she realized I was not going to lecture or judge her, she began to relax and I believe she left the first day feeling a spark of hope. She voluntarily showed up the next two days, and the following week she seemed like a new person. She was willingly working with me, making eye contact, and walking a bit lighter. One day, as she was walking into Lunch and Learn from the hallway, I overheard her calling out to friends, “I’m not failing all of my classes anymore!” She sat down eager to work, and she knew exactly what she needed to do. We offered help and she explained she would ask for it when she needed it. The rest of the time, she essentially worked on her own.

There were several other examples like this. While the first day or two of Lunch and Learn had students walking into the room with uncertainty, weights on their

shoulders, and an apparent need to blend in to the surrounding, the last days of Lunch and Learn had students skipping in with ear-to-ear smiles and lighter dispositions. There were several students who voluntarily returned in the following weeks. Once students completed Lunch and Learn, they looked back on their Day 1 Inventories with less frustration. Some of the following comments were collected during informal interviews throughout each cohort:

- *“I didn’t see much value at first because of all the papers (Day 1 Inventory, Entrance Ticket, etc.), but now that I’ve been coming back, I see there’s a lot of value.”*
- *“I’m doing this RIGHT AWAY next year and I won’t put it off like I did this year.”*
- *“This is so helpful!”*
- *“I need a green sheet!”* (Said by a returning student who recognized the value of this organizational help.)

This was a risk-free space for students to practice important communication skills. The practice of those skills helped them to see the community around them that is deeply committed to their success.

It is astounding how many students did not naturally realize that their teachers and administrators are there because they believe young people have great capacity to learn and grow. This should be widely understood among students and the lack of this understanding highlights the deep need for increased reflection throughout secondary learning.

Personal Reflection

It was not the purpose of this research to draw conclusions on teaching styles or teacher/student relationships, but I would feel remiss if I did not point out the noticeable correlation between lower grades and class engagement. As mentioned earlier, there were patterns that connected feelings of classroom confusion, boredom, and restriction to lower grades and lack of motivation. Lack of purpose and fixed mindsets were quickly changed into motivation and growth mindsets after moments of self-reflection and strategizing.

With non-judgmental teacher interaction, students quickly shared their frustrations and took ownership of their own misgivings. I found several quick and easy strategies helped students with these issues. I asked questions, listened to and validated student feelings, and then implemented strategies like relationship-building, asking for help, or just letting the teachers know about their hopes to improve. I never told a student he or she was wrong, and I was intentional about listening to and validating student feelings. This was sometimes all it took to motivate students toward improvement.

Students with a fixed mindset, believing they were already as knowledgeable as they could get in a subject and would never grow, would quickly transfer to a growth mindset after a moment of sharing their feelings and having their feelings validated by another adult. Clearly, there is great value in communal reflection.

CHAPTER FIVE - CONCLUSION

Overview

This project began as a culmination of personal interest from my postgraduate program and a desire to make the most out of an academic intervention for students with strict time limits. Through my years of postgraduate study, I recognized the serious need for increased reflective practice with students. Reflection had long been a valuable part of my career, and I realized that a reflective teaching practice should be open, transparent, and incorporated into the classroom.

I conducted a literature review of reflection in education and found significant information about the necessity of developing and implementing consistent reflection within the classroom. The literature I reviewed expands from the present all the way back to John Dewey, who is considered the father of progressive education. There is no doubt that reflection is key to student engagement and joy of learning; however, all too often it seems teachers consider reflection as an element that naturally happens rather than a skill that needs cultivation. I began to wonder if reflection could be implemented as a student intervention and personally reflected on strategies for weaving reflection into my role as an academic interventionist. Eventually, I decided to pursue the question: *How does student self-reflection influence academic mindset change?* Based on the literature I reviewed, I incorporated strategies for reflection into a 6-day lunchtime academic intervention which my school calls Lunch and Learn.

Implications, Limitations, and Future Adjustments

Developing and implementing this program has been one of the educator accomplishments for which I am most proud. I found working with students on self-reflective skills to improve academic mindset provided significant job satisfaction and enjoyment. While there were some roadblocks and wishes of “if only,” future adjustments would stay true to the spirit of the structure.

The biggest limitation of the study was guardian consent. Over the course of 16 cohorts, my response to request for consent was less than 50%. Many students said they had received signatures, but continuously forgot to return them to me. Due to the nature of Lunch and Learn attendance being voluntary and outside of a normal class structure, I anticipated this would be a constraint. I was positively thrilled to receive guardian consent for 20 students, which essentially amounts to a small classroom. However, this small amount did limit my capacity to analyze the entire breadth of student participation and could also have implications on the diversity of the researched group.

The strict nature of IRB requirements limited some aspects of the research. I lament the lack of a survey question asking for input on how Lunch and Learn has helped the trajectory of individual student academia. Fortunately, through a mixed methods approach of qualitative and quantitative data, I was able to find much of this information through interviews and observations. However, I think more objective data on this could have been useful.

Another limitation of the study was the lack of a control group. While I was able to make personal observations about how Lunch and Learn changed from first to second

semester, I was not conducting an official study or collecting student data during first semester. Without a control group, we must rely on assumptions and implications about the success of Lunch and Learn.

However, the success of Lunch and learn MUST be assumed. Second semester students overwhelmingly returned more than first semester students. Conversations with second semester students were incredibly optimistic and included statements about how valuable this time was, how students would attend Lunch and Learn so much faster next year and wouldn't drag their feet about attending, and thank-yous — so many thank-yous.

The implementation of this structure during lunchtime was adequate at best. Both students and staff provided feedback that they wanted more time. In my district, this program is being developed into a daily academic support that will take place during regular academic hours. This lunchtime support was useful but limited, and I'm thrilled to witness my district work toward strengthening and lengthening the program. I predict that consistent, reflective support has the potential to create great change for our students.

In the future, I will implement this practice into my Language Arts Classrooms, and I will update my definition of reflection to include scaffolding. "In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process ("Scaffolding," 2015). In chapter 2, I defined reflection as a mindful and purposeful community activity that allows students to see and understand why and how they learn best. I will add to that definition that reflection must be scaffolded to allow for

greater independence insofar as it becomes more student-led while remaining a community activity.

Finally, during the course of this research, questions came up where there wasn't room to seek answers, and I hope someday to see or be a part of further research on the effects of guided student self-reflective practices on academic mindset. As it stands today, I witnessed and analyzed great short-term success, but am only able to hypothesize about the long-term success of this practice.

Personal Reflection

I received my undergraduate degree in teaching 18-years ago. When I first started teaching, I was young, lacked experience, and somewhat uncomfortable working with students who did not outwardly appear to desire to do well in school. 8-years ago, I decided to return to teaching; and while I was older and somewhat more experienced, I was still unsure of my abilities. Armed with the understanding that I could assuage my uncertainty with knowledge and practice, I progressed onward, and over time I learned there was great value in making and learning from mistakes. As I reflect, that's where the desire to do this type of work with students began. While I remain passionate about my subject, I began to realize my job needed to be about more than teaching Language Arts. I wanted to cultivate a lifelong love of learning.

I have had a number of experiences that have helped me grow as a teacher, but this past year has been one of the most formative. I have developed a deeper understanding of the teacher's role in student drive and engagement, and feel equipped to work with 100% of the students who cross my path. Practicing reflection and working

with students on self-reflection has given me a deeper understanding of the diverse lives and needs of the teenagers who cross my path. Taking the time to listen to my students and validate their concerns has become my most effective teaching tool.

While it seems the large high school scheduling monster may not allow room for me to work specifically with Lunch and Learn cohorts during the next school year, it is a structure I hope to return to. Fortunately, I believe the reflective elements of Lunch and Learn could be incorporated into any classroom structure, and for me, they will.

Reflection and goal-setting will take place before, during, and after my lessons; and student's goals and feedback will be an essential ingredient to my teaching style. When my future students are ready to leave my classroom, I hope they will have grown in self-awareness and increased self-reflection skills. This process has truly helped me to know myself and grow as an educator.

Final Thoughts

My answer to the question, "*How does student self-reflection influence academic mindset change?*" can be stated in one word: Significantly. Personal interviews, reflections, and surveys showed that students valued the time and felt more optimistic about their academic futures. The amount of growth I witnessed among students was remarkable. Students overwhelmingly left Lunch and Learn with a changed mindset, feeling and looking more optimistic about their academic trajectories. Changed and improved student mindsets personally made this action research feel worth every second, and it gave me immense satisfaction as an educator.

Chapter 4 included the stories of Thomas, Mariam, and June. These three students not only represent some of the biggest success stories from this program, but also encompass the typical student Lunch and Learn experience. I didn't need a survey to tell me these students were feeling better about school because I could see it in the way they carried themselves. Overall, students were rarely off-task, and never misbehaved. Lunch and Learn was a positive, hopeful place that made a difference.

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<p>1. Classes with the lowest grades: What factors are involved in the struggles of this class? What ISN'T working and why?</p>	<p>2. Classes with the highest grade(s): What factors are involved in the success of this class? What IS working and why?</p>
<p>How can Section 1 look more like Section 2?</p>	
<p>My personal goal for this Lunch and Learn cohort is ...</p>	

COHORT DATES: May 7-16 LUNCH: B
 Priority Assignments To-Do List 5.21-5.30

Missing Assignments @ Day 1	Missing Assignments @ Day 6
21 21 17	

Class	Grade	Top Priority or Most Recent Assignments	Action Taken	Grade
LA Rengo	F	* Research paper - need a grade		B+
Criminology Benitson	B	May 14 - just waiting for Criminology ^ graded to be		A-
Engineering Nyren	A			A
Algebra Hardacre	C+	Tests might bring to a B.		C+
ASL McCormick	C	missing videos		C
Science Steadland	F	① Science HW ④ 4 Forces Lab - ② Makeup test this week		F

① ch. 12 = forces test - after school 5.16.19 ✓ need grade
 ch. 7 = Maybe ~~next~~ Thursday or Friday
 * quizzes / self-assessments

1. Classes with the lowest grades:
 What factors are involved in the struggles of this class?
 What ISN'T working and why?
 L.A., Science
 Tough time personally: fell behind.

2. Classes with the highest grade(s):
 What factors are involved in the success of this class?
 What IS working and why?
~~Lang Arts~~, Crim, Eng, ASL, Algebra
 -Enjoy classes, easier to pay attention

How can Section 1 look more like Section 2?

- ① Ask questions when lose focus
- ② Remember priorities: low grades means no baseball

My personal goal for this Lunch and Learn cohort is ... Get Science and Lang Arts to passing grades

5.2 Science grade to a C or higher.



Appendix B: Day 3 Entrance Ticket & Student Example

NAME:

DATE:

LUNCH:

1. Have you made progress toward your goal? yes / no
2. What is working for you so far?

Why?

3. What isn't working for you so far?

Why?

4. Do you need to tweak your goal or update your strategies?

NAME:



DATE: May 7-16 LUNCH: B

1. Have you made progress toward your goal? yes / no

2. What is working for you so far?

Its nice to have more work time on things

Why? It helps me get caught up when Im behind

3. What isn't working for you so far?

I kinda wish I had more time

Why?

It would give me more time to work on things

4. Do you need to tweak your goal or update your strategies?

NO

Appendix C: Day 6 Emoji Exit Ticket & Student Example

Name: _____ Lunch: _____

Congratulations! You have successfully completed your two-week Lunch & Learn cohort. Please circle the emoji that best fits your feelings about how well this time helped you.




Explain:

Name:  Lunch: 9B

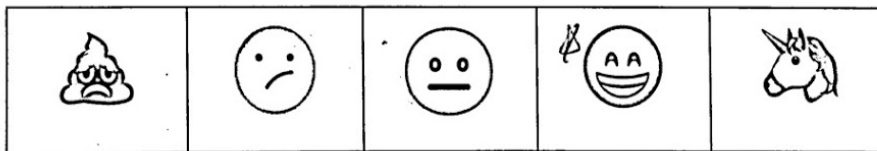
Congratulations! You have successfully completed your two-week Lunch & Learn cohort. Please circle the emoji that best fits your feelings about how well this time helped you.



Explain: I needed someone to help manage me getting my work done and to keep me on track and that's what they did here.

Name:  Lunch: 4C

Congratulations! You have successfully completed your two-week Lunch & Learn cohort. Please circle the emoji that best fits your feelings about how well this time helped you.



Explain: Gave me a quiet area free of distractions. My only problem was that ~~there~~ there was not a lot of time.