Examining the Effect of Club Aspire on Low Achieving Middle School Students

by

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ABSTRACT

This action research, mixed methods, case study examined middle school student perceptions of the effectiveness of Club Aspire. Club Aspire is an after-school program created to support the lowest achieving seventh and eighth graders in an Arizona K-8 school. The framework of this study comes from the theory of self-regulation, social learning theory and co-regulation. The primary focus of Club Aspire is to teach low achieving middle school students, self-regulation skills and learning strategies through goal setting, self-regulation learning strategy lessons and co-regulation activities.

The study took place over 13 weeks and included 11 participants and answered the following research questions. How do middle school Elevate students perceive the impact of Club Aspire on their self-regulation and themselves as a learner? How does Club Aspire affect middle school Elevate students' academic success? What do middle school Elevate students perceive as the most influential elements of Club Aspire? Data collection tools consisted of interviews, class work, referral data, pre- and post-questionnaire and benchmark assessment data.

The study revealed that students made gains in self-regulation learning strategy usage, however, their academic achievement was not influenced. Students identified goal setting, learning self-regulation strategies and co-regulation activities with their peer partner as the most beneficial elements of Club Aspire. The study also revealed that student self-efficacy was increased throughout the semester.

DEDICATION

This dissertation is dedicated to my incredible husband whose support has never wavered these last three years. Your encouragement and willingness to pick up the slack has motivated me and inspired me. I love you. Thank you.

To Kristen who stepped-up and helped every moment I needed you. You are the most self-less woman I know and I'm proud to be your sister. Thank you.

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Introduction

I am a data specialist in a K-8 school where we our priority is ensuring student academic success, especially as our middle school students get ready to transfer to high school. Part of my responsibilities as data specialist is to oversee the Elevate program on our campus. The purpose of Elevate, a district created program, is to provide extra support to students who struggle the most. The students who are selected for the program are in the bottom 25% of their grade level in reading and/or math, however, for most of the students selected for the program, they struggle in all content areas. As the Elevate Coordinator, I work with the students, their parents, the teachers and the administration to establish an intervention plan for each student. Our goal is to ensure our students are prepared for high school and get them on a path to graduation. As the Elevate Coordinator, I work directly with the students who are most likely to dropout. To my mind, the situation could not be more urgent.

In 2012, 2,562,000 or 7% of all US students, dropped out of school (U.S Department of Education, 2015). The National Center for Education Statistics (NCES) defines a dropout as a 16-24-year-old who is not enrolled in school and has not earned a high school diploma or GED. The dropout rate has steadily been falling since 1990, when it was at 12%. Nevertheless, the number of students who drop out is still alarming, especially when one considers that 12% of Hispanic students dropped out in 2012, while 7% of Black students dropped out and 5% of White students dropped out. The NCES broke down income levels into quartiles: High, Middle High, Middle Low and Lowest.

The high quartile had a dropout rate of 3.2%, middle high had a dropout rate of 5%, the middle low dropout rate was 8.8% and the lowest quartile had a dropout rate of 10.7% (U.S Department of Education, 2015). To put the number of students who dropped-out in 2012 in perspective, the population of Phoenix, AZ in 2012 was almost 1.5 million people. The dropout rate was more than one and half times the population of Phoenix, AZ.

The latest data from Arizona (Arizona Department of Education, 2015) shows that the dropout rate for the state is 3.46%. However, the data from the Arizona Department of Education (ADE), reflects data from students in seventh through twelfth grade (State of Arizona Department of Education, 2014), while the NCES data reflects data from 16-24 year olds. The differentiation in age could account for the dramatic difference in dropout rates. Sadly, the dropout rates for Black and Hispanic students are almost 60% higher than for White students. In Arizona, the dropout rate for White students is 2.45%. The Black and Hispanic dropout rate is almost the same at 4.02% and 4.08% respectively. Arizona State does not break down the dropout rate for income in quartiles like the NCES does, but they do give the dropout rate for economically disadvantaged, which is 3.76%.

Dropout rates are a major concern because there are grim consequences that affect the student, their family and society. Students who drop out are more likely to work in low paying jobs and to be unemployed. Public assistance is far more probable for dropouts, as is the likelihood of drug use, committing criminal acts and incarceration (Jerald, 2007; Prevatt & Kelly, 2003). The consequences of dropping out are

considerable. As an educator, I want to decrease the likelihood that my students will drop out.

Research on students who drop out has shown that middle school performance has been shown to be a predictor of high school performance (Silver, Aunders, & Zarate, 2008). Students' attendance and passing grades are strong predictors of high school graduation rates (Jerald, 2007; Prevatt & Kelly, 2003; Silver et al., 2008). Silver, Aunders and Zarate (2008) found that less than 50% of students who failed one course in middle school graduate on time and the more classes students fail in middle school, the less likely they are to graduate on time. The authors also found that if students failed classes in 6th or 7th grade, but did not fail any classes in 8th grade, graduated at much higher rates. However, the closer the failing class was to high school, the greater the risk of dropping out of high school. A more recent study found that students who fail Math or English or attend school less than 80% of the year are 75% more likely to drop out of high school and if a student had two of the above indicators, the chance of dropping out rose even higher (Neild, Balfanz, & Herzog, 2009).

Situational Context

My school district is making efforts to set struggling students up for academic success by providing additional support through a program called Elevate. The program is in its fourth year, but the implementation of the program is varied from school to school, as each school site has been tasked with deciding what the program looks like on their campus.

The essence of the program is to improve academic performance in middle school and high school. At Alconbury School, the administration chose to use as much information to determine student eligibility, including attendance, classroom grades, the district benchmarks, and AzMerit scores, however, the students' district benchmark scores and their AzMerit scores tend to hold the most weight. All of the students who have been selected for Elevate at Alconbury are minimally proficient in reading and/or math, according to the AzMerit and district benchmark assessments.

At Alconbury School, Elevate participants receive extra time with the reading and math interventionist and are offered various supports, such as math and reading tutoring and online intervention programs. I work with each student, their parents, the teachers and the administration in order to craft an intervention plan specific to the student. Unfortunately, transportation plays a huge role in how much support we can offer because our school does not have a late bus, which means the student must walk home or the parents must provide transportation. As a result, students who are not in walking distance are less likely to stay for the after school supports because they are unable to secure transportation. What is most worrying is that all of the students identified for Elevate are struggling with reading, math or both, but when we examine their grades, particularly Fs, which are indicators for dropping out, 47% of the students selected for Elevate have two or more Fs in math, reading or both and an additional 17% have one F in math or reading. According to the work of Neild, Balfanze & Herzog, (2009) students who fail Math or English are 75% more likely to drop out of high school.

It has been well established that high achieving students self-regulate. A self-regulated learner is a learner who is an active participant in their learning, one who controls their behavior, how they think and their motivation (Zimmerman, 1989). High achieving students use strategies to help them self-regulate. For instance, a high achieving student might outline the main ideas of a text as they read or memorize important vocabulary. A high achieving student is likely to make a plan for how they will study or how to approach an assignment. High achieving students who self-regulate use many strategies to assist them in their learning. Conversely, low achieving students do not typically use such strategies or they use a couple strategies over and over again, which isn't as effective as knowing many strategies and choosing one that fits the situation.

The Elevate students at Alconbury School will be receiving intervention in math, reading or both. The intervention will help them with meeting the standards, but if the students are not approaching their learning differently than they have in the past, I suspect that they will continue to fail in math and reading. In my experience as an educator, the more a student struggles the more frustrated and disconnected a student becomes, leading them to less motivation and perseverance. It becomes a viscous cycle. The student is failing, but ends up having no motivation to try because they do not understand, which leads to them falling more behind and understanding even less, all resulting in more failing grades. As previously discussed, middle school students with a failing grade in reading or math have a three out four chance of dropping out of high school. When one considers the fact that the students who are failing are often the

students with attendance issues, their likelihood of dropping out jumps even higher. Sadly, 19% of the students who have been selected for Elevate have been absent 12% or more of the 2015-2016 school year.

Purpose of the Study

The purpose of this study is to examine how Club Aspire impacts the academic achievement, self-regulation and behavior of students who are currently failing math and/or reading. I believe that if the Elevate students learn how to self-regulate they will have more success with learning in their intervention and regular classrooms, which in turn will raise their achievement level on the district's benchmark.

Innovation

My innovation is *Club Aspire*, an after-school learning community focused on learning how to be a self-regulated learner. Club Aspire is only open to students who have been selected for Elevate, a district created program to offer additional supports to students who are at risk for graduating high school. In Club Aspire, the students learn how to set goals, evaluate their progress towards their goal and how to adjust their goal and/or their plan to meet their goal. In Club Aspire, the students are taught various self-regulation strategies to assist them in their learning. The students have additional support from me and from their peers in Club Aspire. For example, the students each have a peer partner who assist their partner in crafting and evaluating their goals and their plans to reach their goal. Club Aspire has a virtual classroom through Google Classroom. The purpose of Google Classroom is to offer the students added support and organization. Our Google Classroom will house the majority of our class assignments and documents. All

of the documents will automatically be added to the students Google Drive, which will assist them in organization. A detailed description of the innovation can be found in Chapter 3.

Research Questions

The research questions that this study will strive to answer are:

RQ 1. How do middle school Elevate students perceive the impact of Club Aspire on their self-regulation and themselves as a learner?

RQ 2. How does Club Aspire affect middle school Elevate students' academic success?

RQ 3. What do middle school Elevate students perceive as the most influential elements of Club Aspire?

Chapter 2

Literature Review

Two theoretical frameworks have informed this study: self-regulation and co-regulation. Self-regulation was first described by Badura's (1991) Social Cognitive Theory. Over the last 20 years the theory of self-regulation has been widely studied, focusing on how the individual student develops and uses learning skills. More recently, the research on self-regulation has examined how self-regulation is related to emotion and motivation in learning (Hadwin, 2011; Järvelä & Järvenoja, 2011), however, this is outside the purview of this study. It was not until recently that the focus of research in learning regulation started to shift to an examination on the social aspects of regulation (Hadwin, 2011; Panadero & Järvelä, 2015; Zimmerman, 1989). Co-regulation is a social aspect of regulation and of particular interest to this study. In the sections below, I first review literature on self-regulation before turning attention to the literature on co-regulation.

Self-Regulation

Self-Regulation is grounded in Bandura's Social Cognitive Theory. From Bandura's works we learn that there are two types of learning, experiential and observational. While Bandura recognized that external influences affect people, they are not the sole influence on one's learning (Bandura, 1991b). People have the ability to manage how they react to external influences and are able to control their own behavior. Learning occurs through this interplay between external and self-generated influence. Bandura believes there are two types of learning; experiential or observational.

Experiential learning is when one learns through their own experiences, through their trial and error or through rewards and punishment. Observational learning is when one learns by observing another model and learning from the model's successes and failures. Bandura (2004) wrote that, "models serve as transmitters of knowledge, values, cognitive skills and new styles of behavior" (p. 78).

Bandura argued that, "self-regulatory systems provide the basis for purposeful action" (1991, p. 248). While external influences have an effect on people, they do not govern how one will react. People make plans to produce the desired outcome based off of consequences they anticipate, the established goals and then they guide their actions accordingly (Bandura, 1991a). While my students are influenced by what happens around them, they ultimately choose their course of action in their path to learning.

Self-regulation is laid out by Bandura into three sequential sections: self-observation, judgment and self-response (1991). The purpose of *self-observation* is to diagnose one's "thought patterns, emotional reactions, and behavior and the conditions under which these reactions occur" (Bandura, 1991, p. 250). Essentially, self-observation allows one to assess their progress towards a goal. With the ability to assess progress, one can make goals and monitor their progress to said goal (Bandura, 1991; Zimmerman, 1989). Goal setting, planning, and self-efficacy all affect self-observation. Zimmerman includes behavioral influences as a factor influencing self-observation. According to Zimmerman, when a student is required to self-observe, the student often ends up with higher self-efficacy, skill-level and focus (Zimmerman, 1989). I designed Club Aspire to give my students the time, support and guidance in practicing self-observation and

examining the progress towards the goals they set. They reflect on decisions they made, actions they took and why they chose them in an effort to determine their success with the goal they set. However, self-observation means little without utilizing the information, which leads to judgment or self-evaluation.

An essential part of self-regulation is the idea that one must evaluate their work or behavior. Thus, judgment is the second step of Bandura's (1991a) model of self-regulation. The degree to which one evaluates their performance is dependent on the standards they are using to evaluate. Standards can be influenced in three ways, by important people in one's life, through social influences or by previous experiences (Bandura, 1991a; Zimmerman, 1989). An individual can evaluate by solely looking at their own work or by comparing their work to others or the societal norm. In Club Aspire, the students have a model, coach and peers to assist in the evaluation of their work. Working in a small team, such as Club Aspire provides the students with a network of peers to compare to, but in an environment structured enough to create a safe space for such discussions. Additionally, technology assists the students in tracking their evaluations, making it easier for the students to see growth and evaluate against themselves. During the judgment phase, motivation can be increased by one's self-incentives. Self-incentives can include the satisfaction one feels at a job well done or by tangible rewards (e.g. free time, new toy) (Bandura, 1991a). For my students, motivation is difficult to come by and therefore self-incentives do not come naturally. As such, within Club Aspire, the students will earn individual and team rewards.

Self-response is the third and final step of Bandura's model of self-regulation. Self-response is how an individual reacts once they have evaluated their work. Typically, if an individual makes the assessment that they have met their goals, their motivation is raised and they will set higher goals and work just as hard, if not harder to achieve them. Conversely, if an individual makes the judgment that they have not met their set goals, self-reaction is then how they will choose to handle the failure. One can bounce back and take it as a learning opportunity and learn from the mistake or one can give up. (Bandura, 1991a; Zimmerman, 1989). Perseverance in the aftermath of a mistake or failure is influenced by how important the task is to the learner. If the learner does not find the task valuable or important, the learner will have less motivation to persist through the challenge. Conversely, if the task is valued or seen as important to the learner, then perseverance is more likely to occur (Cleary & Chen, 2009; Pintrich & De Groot, 1990).

In order for Club Aspire to be successful, it will be necessary for the students to take ownership of the club, to find value in our processes and purpose. To achieve this, I will need to have a good understanding of what my students find valuable and important. When I know what my students value, I will make connections from what they hold valuable to their education, making the support Club Aspire will offer important. In my informal observation of my students through the last fourteen years of teaching, I have found that my students struggle with bouncing back and often give up after making a mistake. My work with the students in Club Aspire will assist the students in learning how to cope with their inevitable mistakes, hopefully giving them more opportunities to identify successes and motivate them to persevere through challenges.

Self-regulated learning strategies: Beyond Bandura. Since Bandura's ground-breaking work, may other researchers have added to understanding self-regulation in academic learning contexts. Zimmerman, for instance, considers students to be self-regulated to the degree that they are active participants in their learning. Students choose their behavior, how they will think and their level of motivation (Zimmerman, 1989). In any content area, students need strategies to become better at self-regulating. In an investigation utilizing free response interviews, Zimmerman and Martinez-Pons (1986) compared 80 students in a U.S. high school on their use of self-regulation strategies. Forty of the students were from advanced achievement track classes and the other 40 were from lower achievement track classes. From the analysis of the interviews, Zimmerman and Martinez-Pons identified that the students in the advanced classes used self-regulation learning strategies more frequently than students in the lower level classes. Additionally, the results of the study predicted with 93% accuracy students' achievement track based on their use of self-regulated learning strategies. Zimmerman and Martinez-Pons were able to categorize self-regulation strategies based on the interviews. The strategy categories identified were: self-evaluation, organization and transformation, goal setting and planning, information seeking, record keeping, self-monitoring, environmental structuring, giving self-consequences, rehearsing and memorizing, seeking assistance (e.g. peers, teachers), and reviewing (Zimmerman & Martinez-Pons, 1986). Examples of each self-regulation strategy category can be found in Appendix J.

Pintrich and Groot (1990) conducted a correlational study that examined the relationships between motivation and self-regulated learning and student performance on classroom academic tasks. The participants in the study were 173 seventh grade students from eight science classes and seven English classes. Pintrich and Groot used the Motivated Strategies for Learning Questionnaire (MSLQ), included 56 questions that fall two sections, motivation and learning strategies. (Pintrich & De Groot, 1990, p. 34). It should be noted here that the MSLQ addresses more than just self-regulation strategies, but it is the learning strategies section where we find strategies that would a line with Zimmerman's (1989) strategies found in the study discussed above. In addition to the questionnaire, task grades and semester grades were collected.

The results of the study showed that when a student had higher levels of cognitive strategy use (e.g. rehearsal, elaboration organization strategies), a component of self-regulation, the learners were more likely to have higher levels of achievement on their tasks, unless the task was a worksheet. The authors also found that when students valued the task more, they utilized more self-regulation strategies. Additionally, students with higher grades were more likely to use more self-regulation strategies than students with low students with low grades. This would indicate that there is a link between students' academic achievement and their use of self-regulation strategies and that learners could benefit from teaching on students self-regulation strategies and cognitive strategies (Pintrich & De Groot, 1990; Zimmerman & Martinez-Pons, 1988; Zimmerman, 2002) In support of the work done by Pintrich and De Groot, other researchers have found that self-regulated learning skills positively affect student achievement (Cleary &

Zimmerman, 2004; Lee & Yang, 2014; Nota, Soresi, & Zimmerman, 2004; Zimmerman & Martinez-Pons, 1988; Zimmerman, 2002).

In a separate study of 80 sixth and seventh grade students, Pape and Wang (2003) found that low achieving students and high achieving students reported similar numbers of strategies used, but differed greatly in the type of strategies. For instance, high achieving students reported using an array of strategies, such as seeking information, seeking social assistance, goal setting and monitoring as opposed to the low achieving group who reported the same amount of strategies, but within fewer categories. The variation of categories is important because the higher achieving students had different tools to rely on versus using the same tool over and over like the low achieving students. Using the same strategy repeatedly, for every challenge, would be like a handyman only having a hammer. The handyman will only fix so much with a hammer, but if he has a hammer, screw driver and pliers, he much more likely to be successful. My students may use strategies now, but it is likely they are trying to apply the same tool to every situation. Club Aspire will provide my students will a variety of strategies so that they are able to apply the right tool to the job.

Lodewyk, Winne, and Jamieson-Noel (2009) examined how students' self-regulation on specific types of tasks within four tenth-grade science classes. The two types of tasks examined were ill-structured tasks (IST) and well-structured tasks (WST). Well-structured tasks are those that have very clear expectations, questions with specific answers, or are very routine (e.g. worksheets, reporting out on a well-defined topic). Ill-structured tasks are those that have ambiguous problems. An example of an ill-structured

task would be a problem-based task where the student would have to find a solution and justify it with their research. However, ill-structured tasks have many answers. Additionally, in an IST goals and sub-goals are not set for the students requiring the students to identify a plan for how to approach the assignment, set goals and sub-goals throughout. IST require learners to make more decisions, seek out resources and consider multiple perspectives than WST. The authors hypothesized that lower academic achievers would perform worse, be less motivated, and regulate their learning less strategically on an IST and expected higher achieving students to be more motivated on the IST, and to use more cognitive strategies (e.g. rehearsal, organization) and self-regulation strategies (Lodewyk et al., 2009). The measurements used were a Self and Task Perception Questionnaire (STPQ). The STPQ was administered in 25-minute intervals while students completed an IST and a WST. They were given two 80-minute periods to complete the assignments. The authors found that students used meta-cognitive strategies (e.g. rehearsal, elaboration, critical thinking), more often on the IST than the WST, but had to manage their own behavior and focus more while working on the WST due to boredom and monotony. They found that high achievers were more self-efficacious and self-regulating on the IST while low achieving students were less likely to accurately identify their achievement on their tasks. The authors also believe that the low achieving students struggled on the IST because there were no sub-goals. For students who are weak at setting goals, establishing sub-goals and planning ISTs will be challenging.

Lodewyk et al.'s (2009) study informs my study in multiple ways. First, the results indicate that low achieving students have difficulty judging their success. This is likely true of the lower achieving students in my study as well. In Club Aspire, my students will be reflecting and evaluating their progress every week on goals they set, which in turn will give them weekly practice on goal setting. I expect that my students' evaluation of their success in meeting their goals will become more accurate over time. The more goal setting, reflecting and evaluating they do, the more accurate they will become. Additionally, the findings by Lodewyk et al. (2009) also indicates that my students will not only need to regulate what strategies they utilize on various tasks, but also their behavior, particularly during WST. My students will be working with both types of tasks within their classrooms and therefore it is important to teach my students a variety of self-regulation strategies. The tasks within Club Aspire will require my students to practice goal setting and strategy use every time we meet and for various tasks they are encountering in their classes.

My study is examining how the implementation of Club Aspire will affect low achieving students' academic achievement and use of self-regulation strategies for academic learning. My students are not achieving academically when compared to their grade-level peers. They are the lowest 25% in their grade level and, according to the above research, they are likely to have very little self-regulation. Overall, the research on self-regulation of learning indicates that self-regulation and academic achievement are correlated (e.g., Lodewyk et al., 2009; Pape & Wang, 2003; Pintrich & De Groot, 1990). If I am able to increase my students' self-regulation through Club Aspire, it is likely that

their academic achievement will improve. Additionally, I believe it is often students' ignorance of self-regulation strategies rather than a choice to not use them. Based on the studies described above, I expect that when my students learn about and are able to discuss how and when they can use the strategies, they will be more likely to use them. With more use of self-regulation strategies, I predict that my students will have fewer behavior issues within class because they will be less frustrated with the tasks, and greater perseverance because they will have strategies to help them work through the challenges and ultimately higher achievement.

Social aspects of self-regulation. Metacognitive, motivational and behavioral processes are what makes up one's self-regulation, but in much of the literature on self-regulation, the social aspect of learning is not addressed (Zimmerman, 1990). Research on self-regulation has been focused on as an individual process (Grau & Whitebread, 2012), but over the last decade there has been an increasing focus on the social aspect of learning in general, and regulation in particular (Hadwin, 2011). Zimmerman argued that self-regulation, an internal process, is influenced by social interaction (Zimmerman, 1990). For instance, Zimmerman and other self-regulation scholars have illuminated how self-regulated learning (SRL) is supported by modeling, scaffolding and support. Modeling allows students to learn about a strategy, the process and outcomes of using said strategy. When a student is working with another person who uses a self-regulation strategy, the student is seeing that strategy modeled. The modeling gives the student a clear understanding of what the strategy is and how to apply it in context (Hadwin, 2011; Harris, Graham, Mason, & Saddler, 2002; Lee & Yang, 2014; Zimmerman & Kitsantas,

1999). Modeling can be done by an adult or a peer. While students will learn from modeling by adults, research has found that peer models are more effective on academic achievement because peer models are perceived as being similar to the observing student (Orange, 1999; Schunk & Hanson, 1985; Vauras, Iiskala, Kajamies, Kinnune, & Leehtinen, 2003; Zimmerman, 1989). Students tend to learn more when they are learning from a peer model, especially when the peer model is coping. A coping peer model is a peer model who makes mistakes and uses effective strategies (Zimmerman, 1989). Students learn best from coping peer models because they witness challenges and how students recover from the challenges, essentially, how they cope with mistakes.

When a self-regulation strategy is modeled, the modeling is no different than a teacher modeling how to work through a process, such as the steps to performing long division. Modeling may be purposeful, such as in the case of the teacher modeling the steps to perform long division and in which case, the teacher may also use a think-out-loud strategy, which is literally speaking through their thought process as she performs the task. Modeling can also be unintentional. An example of an unintentional modeling would be when a peer uses a self-regulation strategy when presented with a challenge. While the observing peer is not being given direct instruction, like that of a teacher, the student is still seeing what the self-regulation strategy is and how to apply it in context. Along with increasing academic achievement, student self-efficacy is likely to improve when a student is exposed to modeling of self-regulation learning strategies (Bandura, 1991a; Zimmerman, 1989).

Scaffolding is a term that stems from Vygotsky's (1978) work. *Scaffolding* refers to the assistance given to a learner, by another, usually more knowledgeable other, on a task or goal that would normally be out of the learners reach, in Vygotsky's (1978) work this is referred to as the zone of proximal development (Azevedo, Cromley, & Seibert, 2004; Hadwin, Wozney, & Pontin, 2005; Hadwin, 2011; Lee & Yang, 2014). Scaffolding is taking the concept to be learned, breaking it into smaller pieces. At the beginning of the learning, the student requires more assistance, but as the student is taken through the concept, the student takes more control of the learning. When learner is working with a more knowledgeable other, the more knowledgeable other acts as a guide and assists the student with tasks they are not yet capable of. Traditionally, scaffolding is thought of as a student with a more knowledgeable other, however, scaffolding can occur between peers. The knowledge, skills and meaning needed to complete a task is distributed between the peers (King, 1998; Vauras et al., 2003). The idea is that each partner has expertise is parts of the task and together, the students will scaffold for each other. However, King (1998) makes clear that students will need help with learning the procedures for scaffolding. For example, King argues that students will need to be taught how to have conversations about the concepts. She discusses at length the process of asking questions and responding with explanations. Additionally, students may need question starters, but eventually, the students will learn the process of scaffolding without the guidance from the teacher.

Lastly, support has been found to be a necessary component to learning self-regulation strategies (Hadwin & Oshige, 2011). *Support* is considered to be any kind of

support from another person, sometimes referred to as other-regulation and includes support from peers, teachers, family and siblings (Hadwin, 2011; Lee & Yang, 2014). Others who support learners could be assisting with help seeking, peer-assisted learning or tutoring. It is through modeling, scaffolding and other support that students are able to change their understanding of self-regulation and improve their use of self-regulation strategies. When learning self-regulation strategies, as with any concept, the support students receive from others and the observations they make from modeling allows the students to scaffold. Students need time to make connections and scaffolding allows the time to transition what they have seen from models, discussed and practiced with peers until they have appropriated the concept for themselves. Eventually the students will know when and how to use various self-regulation strategies.

Despite this scholarly work on modeling, scaffolding and support, self-regulation continues to be largely conceptualized as an individual-level activity. However recent exceptions to this conception have surfaced in the literature with conceptions of regulation as an essentially contextualized and social endeavor. One construct arising from this work is co-regulation, which will be discussed in the next section.

Co-Regulation

Co-regulation is a theory that is still developing and as such, does not have a clear-cut definition (Chan, 2012; Hadwin, 2011; Lee & Yang, 2014; Panadero & Järvelä, 2015; Volet et al., 2009). For instance, DiDonato defines *co-regulation* as the interactions between two or more peers who coordinate self-regulated learning processes (DiDonato, 2012). Similarly, Hadwin argues that co-regulation is the "coordination of self-regulation

among self and others" (2011). McCaslin believes that within co-regulation, participation is essential and through participation individuals are enriched. From this perspective students would be both the expert and the novice (2009) and would have the opportunity to learn and try out new self-regulation strategies (Panadero & Järvelä, 2015) Additionally, co-regulation and shared regulation have been used interchangeably by some researchers, while others have clear distinctions between the two (Grau & Whitebread, 2012; Lee & Yang, 2014; Panadero & Järvelä, 2015). It is clear that the research on co-regulation is lacking some consistency, but the most common feature within the various models is the vital importance of social context.

Co-regulation is grounded in Vygotsky's work on the sociocultural theory (DiDonato, 2012; Järvelä & Järvenoja, 2011; Järvenoja & Järvelä, 2009; Lee & Yang, 2014; Panadero & Järvelä, 2015; Vauras et al., 2003). Vygotsky believed that children learn from and through their social interactions and that it is through these interactions that children form new relationships and behavior (Vygotsky, 1978). From these social interactions children internalize behaviors, strategies and knowledge that they were exposed to within the social activity and thus learn to manage future tasks (DiDonato, 2012). Knowledge does not transfer from the teacher to the student, but instead is created through their collaboration and negotiation (John-Steiner & Mahn, 1996).

Other sociocultural theorists have elaborated on Vygotsky's ideas and have said that "learning is distributed, interactive, contextual and the result of the learners' participation in a community of practice" (John-Steiner & Mahn, 1996) . While the author was describing Vygotsky's sociocultural theory, it could easily be part of the

definition for *co-regulation*. For this study, *co-regulation* is defined as a dynamic regulatory process in which individuals internalize social and cultural influences through the support of others (DiDonato, 2012; Hadwin, 2011; Hadwin & Oshige, 2011; Järvenoja & Järvelä, 2009; McCaslin, 2009; Panadero & Järvelä, 2015; Volet et al., 2009). Volet makes the argument that self-regulation and co-regulation are not separate processes, but that they are intertwined and work in conjunction with each other, (Grau & Whitebread, 2012; Järvelä & Järvenoja, 2011; McCaslin, 2009; Volet, Vauras, et al., 2009). That is the assumption undergirding this action research study.

Club Aspire will give my students the opportunity to speak through their challenges and work with new strategies. Through the discussion with their peers and the process of co-regulating, my students will be internalizing the new strategies in the hopes of becoming a self-regulated learner. The students will be sharing their goals and plans and will be discussing and reflecting on their progress. Each student will be managing and working towards their own goals, but as a collaborative group, the students will be supporting each other and working toward similar goals and as such will be co-regulating. Järvelä argues that co-regulation relies on sharing facts, ideas and explanations of plans, goals, and activities around the joint task (Järvelä & Järvenoja, 2011), this is the essence of Club Aspire.

Other sociocultural theorists have expanded on Vygotsky's ideas and have said that learning is interactive, affected by others, and the result of learners' participation in a community of practice, but in co-regulation one does so with the intent of achieving success in their own goals (Järvenoja & Järvelä, 2009; John-Steiner & Mahn, 1996).

In my study the purpose of Club Aspire is to give the students a place where they can collaborate with other students. This allows them to work through the concepts that we discuss, to reflect with each other and brainstorm ways to utilize the strategies. Through our interactions as a group, the students will start to internalize the strategies we work with, allowing them to self-regulate

In Vygotsky's work, he established the zone of proximal development (ZPD). Simply defined, the ZPD is what a child is capable of achieving with help from another. The other in Vygotsky's and others' work was referred to as the *more knowledgeable other* (MKO) (DiDonato, 2012; McCaslin & Hickey, 2001; Vauras et al., 2003; Vygotsky, 1978). The MKO is the expert and is typically defined as a higher achieving student, a teacher or other adult. However, this is a very limited point of view. My study is focused on junior high students and in my experience, they rely more on their peers than adults. Likewise, in my own experience I have found that students who are struggling will typically avoid working with higher achieving students in order to maintain the appearances of competence (See also Vauras et al., 2003). In such instances, peer pairings at the same level allow the student more opportunity to learn in a less intimidating environment. When learners work together there are moments when each student is more knowledgeable than the other, making the student, in that moment, the expert. It is the "expert" moments that allow the student to regulate another, giving the "expert" student a chance to demonstrate their knowledge and understanding of the content or how to self-regulate. Conversely, the same student will, at times, be the one with limited understanding, thus, making the student a "novice" in need support.

Fernandez, Wegerif, Mercer and Rojas-Drumond (2001) refer to this type of peer pairing, two students at the same achievement level, as symmetrical pairings. In symmetrical pairings, the students have opportunities to be both expert and novice, which may lead to more learning and development. Working in symmetrical pairings gives students the opportunity to participate in activities and to achieve goals that would normally be too difficult for them to achieve alone.

In social contexts, there are opportunities for modeling, guided practice and feedback which are all essential for self-regulated learning (Järvelä & Järvenoja, 2011; Panadero & Järvelä, 2015) The symmetrical pairings that the students will have within Club Aspire, a club for students who are at risk of not promoting to high school, will give the students an opportunity to work on joint tasks that focus on individual goals. For example, my students will be setting weekly goals and evaluating them. The students will work on their goals with a peer partner. The partner's job will be to question the student evaluating their goal about their success, what their evidence for their answer is, did they have any problems…etc. The students will be working on a joint task, but they will each have their own goals and evaluations. They will have opportunities to share, explain and plan. Each partner in a symmetrical pairing will assist in the other's regulation. Co-regulation can be described as individuals "seeking to affect others and being affected by others with the intention of achieving their own goals" (Järvenoja & Järvelä, 2009, p. 464). Other examples of co-regulation strategies include, questioning, modeling, offering explanations, providing feedback, inferences, drawing relations, and exchanging ideas (DiDonato, 2012; Didonato, 2011; Volet, Summers, & Thurman, 2009). In being so

enacted, co-regulation is a dynamic process, constantly working between self and social (McCaslin, 2009; Panadero & Järvelä, 2015).

DiDonato (2011) conducted a mixed methods study with 8 middle school students. The students worked on a cross-disciplinary project. The students were required to design and complete the project. As described by Didonato, this type of project was to be " personally meaningful, collaborative and provide opportunities for autonomy and self- and peer evaluations" (2011, p. 3). The project gave the students many choices, including selecting a topic and planning how to solve it. The students worked in groups of four.

Classes met for 45 minutes a day, five days a week for a nine-week period. Prior to the study a short interest questionnaire was given to the students to determine if their interests mainly lied in math, language arts, science, performing arts or writing. Students were then put into groups based off of mutual interests. Before students began work on their project, they participated in team building activities that were focused on building cohesion and interdependence between group members. Each group was given a binder with resources to assist the students in structuring their project.

Throughout the nine-weeks, the groups were videotaped, totaling 2, 880 minutes of video. The video transcripts were broken down into fifteen minutes, at which time a summary of the group's conversation and behavior was written down. These fifteen minute periods were described as episodes. The data were coded with Nvivo and was organized, cross-referenced and synthesized. Then the data were categorized by other or shared regulation and cognitive or motivational process.

Didonato (2011) found that the groups spent most of their time monitoring and process planning. This is likely due to the fact that the students spent about 15% of their time determining and planning their project, enabling them to establish their intersubjectivity (i.e., relationships). One piece that Didonato did not address in the analysis is that the time the students had to do community building would have also led to their intersubjectivity. The increased intersubjectivity in each group let to more time co-regulating. Didonato's work is important to study because it demonstrates the importance of relationships and community building that is needed in order to establish a group that will collaborate well together.

Lee and Yang (2014) examined the impact co-regulation activities had on the improvement of students' self-regulation skills in the learning environment. The six-week study included 49 undergraduate students who were randomly assigned into a small group with a total of four students. Sixteen total groups were formed. A Self-Regulation Questionnaire was used as a pre-test the first week and then as a post-test the last week, after the students had completed the collaborative tasks.

Lee and Yang (2014) found that there were no significant differences between the means of the pre- and post-tests. However, when they examined the results based off of students' level on their pre-test they found that the scores from low self-regulated learners significantly increased from pre- to post-test, while students' scores with high self-regulated learning did not increase. These findings are significant to my research because I am working with low achieving students, who, according to the literature, most likely have low self-regulation (Cleary & Zimmerman, 2004; Lee & Yang, 2014; Nota,

Soresi, & Zimmerman, 2004; Zimmerman & Martinez-Pons, 1988; Zimmerman, 2002). Ultimately, if my students do indeed have low self-regulation there is a distinct possibility that their self-regulation will increase through the co-regulation in Club Aspire, which will increase their self-regulation and academic achievement.

One component of Club Aspire will be to self-evaluate, which is a self-regulation strategy. For struggling students, self-evaluation may be challenging. By working in symmetrical pairings, the students will have a chance to compare their work to another and at the same time will assist the other with an authentic evaluation. Evaluation, in this case is a co-regulation strategy because the students will be working together, but towards their own results.

Unfortunately, there is very little literature on how co-regulation affects self-regulation or vice versa (Grau & Whitebread, 2012). However, previous research indicates that when students work within social activities they have the opportunity to justify their own thinking and discuss their observations (Hurme & Järvelä, 2005). Such opportunities may be critical when students are learning to engage in self-regulation strategies.

Self-Efficacy

Self-efficacy is another construct developed by Bandura that helps explain differences in learners' academic success. It also helps explain differences in students' self-regulation. Thus, while the focus of my study is not self-efficacy, I would be remiss if I did not identify the effects students' self-efficacy has on their achievement and on their self-regulation. Self-efficacy is the belief people have in their ability to be

successful at a specific task. If one believes they are capable, they will typically use self-regulation strategies and are more likely to be successful. However, when one believes they are incapable of succeeding, it is common to see fewer self-regulation strategies and a lower success rate. (Bandura, 1991a). Specifically, self-efficacy effects goal setting, perseverance, thought patterns, effort, and action (Bandura, 1991a; Bandura, 2004; Zimmerman, 1989). Self-efficacy is woven into self-regulation and greatly influences how well a student will self-regulate. Low achieving students often have low self-efficacy. This study will not be assessing the students' level of self-efficacy, but as the students start to become successful with their goals and strategies, they are likely to become more efficacious which may lead to the students setting more challenging goals. The more challenging the goal, the more likely the student will be successful in achieving the goal, which provides more motivation (Bandura, 2004; Zimmerman, 1990).

Walters argued that students who are motivated engage more quickly than those without motivation and persevere more on completing tasks (Wolters, 2011). Every student has a lack of motivation at some time. In order to be self-regulated learners, students must have the motivation necessary to "understand, direct and control their own learning," even in stressful situations. Two students can possess the exact same knowledge and capabilities, but if one student does not know how to cope with the stress of the situation, (i.e. taking a test), that student is lacking self-efficacy. Success in such a stressful situation requires the ability to stay focused, which requires strong self-efficacy (Bandura, 1993).

A student who is efficacious is more likely to be positive and more likely to encourage others. Efficacious students are more likely to be motivated and motivate others. They are also more likely to meet behavioral expectations (Bandura, 1993). Before one attempts a task, thoughts begin to form about their ability to perform the task. Bandura calls these anticipatory scenarios; people play through the task mentally prior to attempting it. People with high self-efficacy imagine positive anticipatory scenarios, which in turn motivates and prepares the person for success on the task. For those who have little faith in their abilities, their anticipatory scenarios are wrought with failure, which in turn sets them up to fail.

Chapter 3

Method

The purpose of this study is to examine the effects of Club Aspire on middle school Elevate students. Elevate is a four-year-old, district created program, in which all of the Title I schools are involved. Each Title I school identifies the lowest academically achieving students in seventh and eighth grade. Students who are identified as "at risk" of not being prepared for high school and therefore are "at risk" of not graduating from high school. The students identified for Elevate receive more reading and math intervention. In order to exit the Elevate program students are expected to pass the March district Benchmark assessment and/or the AzMerit assessment. If a student does not pass the benchmark or AzMerit assessment, they will continue in the program and will be asked to attend summer school. At the end of summer school, the student will take the benchmark again. If the student passes, they will promote to the next grade, but if the student does not pass the benchmark, they become a provisional eighth or ninth grader. Any student that becomes a provisional ninth grader will lose their electives and will be given extra math and reading classes. This cycle continues until the student passes the assessment. The purpose of the program is to prepare students for high school and to decrease dropout rates.

Students who struggle academically may struggle for multiple reasons, but often times, students struggling at school do not have strong self-regulation skills (Bell & Pape, 2013; Howse, Lange, Farran, & Boyles, 2003; Kitsantas, Reiser, & Doster, 2004; Nota et al., 2004; Pape & Wang, 2003; B. J. Zimmerman, 2002). In an effort to improve Elevate

students' self-regulation, I started Club Aspire on my campus. Club Aspire is only for students who have been identified for Elevate. Students were identified for Elevate based off of their benchmark and AzMerit assessment scores, their grades, and their attendance. While multiple data points are used to identify students, the district Benchmark and AzMerit scores tend to be weighted more heavily than other data points. If a student does not pass their benchmark, they become part of the Elevate program. In order for a student to pass their Benchmark, they must receive a developmental level of Proficient. Typically, Proficient would translate to a 60%. The purpose of Club Aspire is to provide the students with community support that will increase the students' academic success and behavior through collaboration in goal setting, accountability, reflection and evaluation of goal achievement and learning of self-regulation strategies. There were 25 seventh grade students and 30 eighth grade students identified for the Elevate program in the school year in which data were collected for this action research study. Guided by the theories of self-regulation and co-regulation, I addressed the following research questions:

RQ 1. How do middle school Elevate students perceive the impact of Club Aspire on their self-regulation and themselves as a learner?

RQ 2. How does Club Aspire affect middle school Elevate students' academic success?

RQ 3. What do middle school Elevate students perceive as the most influential elements of Club Aspire?

Context and Participants

The school I work at is a Title I, K-8 school in a district situated in Phoenix, Arizona. There are currently 76 seventh graders and 76 eighth graders. The school is 45% female and 55% male. The student population is 50.1% Caucasian, 40.3% Hispanic, 6.6% African American, 2.4% Asian, 0.3% American Indian or Alaska Native and .2% is Native Hawaiian or Pacific Islander. School wide, 58% of the school is eligible for free lunch and 12% is eligible for reduced lunch for a total of 70% of students on free or reduced lunch.

The eleven student participants in the study (six girls and five boys) were identified for Elevate in August 2016. Five of the student participants are seventh grade Elevate students and six of the student participants are eighth grade Elevate students. Of the eleven participants, eight are members of Club Aspire. The remaining four participants are non-intervention students who chose to be part of the study. However, one of the non-intervention students started attending Club Aspire in November. I include her in the intervention group, with the understanding that the overall effect that Club Aspire is likely minimal. In an effort to maintain the confidentiality of my students, I used pseudonyms for all student participants, the school, and the programs. Given the small number of participants in this action research study, I took extra effort to de-identify the data. First, I avoid providing information on race, ethnicity, or grade level, and I refer to all parents and guardians as "parent," regardless of a student's living arrangements. Other small details, for instance, about the exact nature of a student's

hobbies or after-school activities, were also changed throughout the description of study results.

Intervention

Club Aspire is open to all Elevate students. There are two Club Aspire groups, one for seventh grade and one for eighth grade. During the period pertaining to this action research project, seventh grade Club Aspire was held on Tuesdays from 3:15 to 4:30 PM and had seven members. Eight grade Club Aspire was held on Thursdays and had eleven members.

All of the students in Club Aspire selected a peer partner. Originally, I envisioned the peer partnerships to be permanent, but due to Club Aspire having to take place after school, attendance was more fluid than expected and prevented us from maintaining consistent peer partners each week. However, we maintained the partnerships as much as possible. The peer partner's job was to hold their partner accountable on their reflection of the previous week's goal, discussing challenges and successes from the week and to assist with setting their goal for the future week. The peer partner was also meant to be a cheerleader and a resource during class time, outside of our Club Aspire meetings. All Club Aspire students were and had a peer partner. The work done with the peer partners was intentionally selected to specifically give the students an opportunity to co-regulate. As discussed in chapter 2, co-regulation is when students work together, towards a common goal, but each end up with their own product. However, co-regulation does not just apply to assignments, it could include self-regulation strategies, where a student might model how to use one appropriately or behavior.

Each Club Aspire team (seventh grade and eighth grade) met once a week. At the beginning of each meeting every student had the opportunity to share their high and low of the week. The purpose of this activity is to build community. Through Highs and Lows, we learn a little about each other during every class meeting, create a stronger team, a greater understanding for each other and a more trusting environment. After Highs & Lows, the students worked with their peer partner to review the previous week's goals. Goals were tracked through the Club Aspire Google Classroom. With their peer partner, each student shared what their goal was from the week and what their level of success was with meeting the goal. Each student had their own Google Sheet within the Google Classroom to track the information. Before we started Goals in Club Aspire, I spent a class meeting discussing collaboration. During this lesson, the students and I crafted a common understanding of collaboration, what it looks like and why collaboration is important. We also discussed what hurdles could prevent us from being successful in our collaboration. Then, as a class, we created and established class norms. The class norms are not just rules, but expectations for conduct. This lesson was an important first step for our class because it established expectations on how to work as a team and with their peer partner.

Following goals, I give a mini-lesson on a self-regulation strategy (See Appendix B for a sample lesson plan). For example, during one class meeting we covered outlining. I gave a mini-lesson on what an outline is, how to outline and when to use it. I taught the following self-regulation strategies: organization of materials, organization of time, organization of content, notetaking, metacognitive questioning, active reading, outlining.

See Appendix A for a complete agenda. During each lesson, I modeled how to use the outline and gave the students an opportunity to practice the strategy. We discuss why the strategy is valuable and in what context it is best suited for.

Appendix C shows the timeline of the mini-lessons for the semester. During each mini-lesson, the students filled out a strategy sheet (See Appendix D). The purpose of the strategy sheet was to make a uniform method of tracking the strategies, that could go with the students to their other classes. Since the strategies were new for the students, I wanted them to have a way of reminding themselves of the strategy. The strategy sheet was meant to be a resource the students were able to pull from while in their content area classes, intervention and special area classes. The strategy sheet has an area for the name of their strategy, what the strategy is, when they would use the strategy, what instance they might apply the strategy and an application box. The application box was for the students to track when they used the strategy. Unfortunately, the strategy sheets were not as effective as I thought they would be. Once the students filled them out, they went into their binders and never touched them again.

Following the mini-lesson, the students work with their peer partner to set their upcoming week's goal. Goals are tracked using the Google doc within our Google Classroom. During goal setting, the students discuss possible goals, and give their partner feedback on how they might improve their goal. Next the students craft a plan for how they are going to accomplish their goal, essentially creating sub-goals. Again, the peer partner plays a role in this process, giving feedback and ideas. During this time, my role is to guide the students. I check in with each peer partner group and discuss their goal and

plan for the week. Often, I have to remind the students how to have reflective conversations. Within their Goal sheet, the students have guiding questions to assist them in this endeavor. One of the challenges for the students is being reflective with a partner. Their first instinct is to just share out and listen quietly while their peer shares. Through the semester, I did not have to guide them as much through this process.

The last part of class, we have an organization check, a grade check and a missing work check. The organization check is literally a check to make sure the students are keeping their backpack, binders, folders and papers organized. The grade and missing work check happens in two ways. Most weeks the students do a grade check and missing work check on the Chromebooks and record their grades on the Google Doc in the Club Aspire Google Classroom. There are times during the semester that I print the students' missing work list. I print the list as we were nearing a grade check point, mid-term progress reports and quarterly grade reports. During the grade check and missing work check time, students were expected to identify any problem areas with grades or missing work. Then there were to craft a plan for how they were going to fix the grade and missing work. For some of the students it was as simple as turning in an assignment. For other students, they had to identify when they could go to tutoring and when to retake an assessment.

Over the course of the semester there were many moments when the students had questions about why an assignment was showing as missing or an assessment grade was still low because they knew it had been turned in or had retaken the assessment. One piece I had not planned for was teaching the students how to advocate for themselves

when there was an issue. We discussed the need to keep all work, especially when there was a grade on it. Unfortunately, there was a teacher who lost student work multiple times and admitted it. The students were extremely frustrated. In this case, I suggested that they take pictures of their work before turning it in. That way if work was lost, they had a copy with everything they had done. Lastly, I taught them that communicating with their teachers when a concern first arises is better than waiting. I always recommend that they write an email to their teachers when they have a concern during Club Aspire.

During each Club Aspire class, the students work on Chromebooks and interacted with our Google Classroom and other various websites as needed. The idea is to use technology as a tool to create as many co-regulation and collaborative opportunities as possible. Originally, the students were going to be accessing Club Aspire's Google Classroom on a daily basis, the last ten minutes of each school day. During this time, I had planned for the students to examine what tasks they needed to complete for the evening. Essentially, they were going to create a to do list of their tasks, which was going to include any homework, studying, chores and extracurricular activities they were involved in. Then the students were going to create a plan of action, the purpose of which was to allows the students to prioritize their tasks and manage their time more effectively. Through the process of daily planning, the students would have thought through expectations and responsibilities and any possible issues. For instance, a student might have homework to do and they are easily distracted when others are around and as a result, the student may plan to complete their homework in an area where they will not be interrupted. In my experience, when a learner has a game-plan, they are much more likely

to complete their tasks than if they did not. In the end, daily check-ins did not happen because the middle school teachers went to a no homework policy. Since the students did not have homework to fit into their after-school responsibilities, it did not seem necessary to do daily check-ins.

As stated earlier the students track their goals and evaluations of those goals on a Google Doc within our Club Aspire Google Classroom. Tracking goals and evaluations in Google Classroom gives the students 24-hour access to all of the documents, as long as the students have internet access. In addition to ease of access, the students have a running log of their progress. A feature of Google Classroom that I had expected to use was the platform for dialogue that Google Classroom provided. I had expected that if a student had a question on homework, a strategy or needed encouragement, the students would have been able to share out on our Google Classroom. Since the middle school teachers moved to a no homework policy, the discourse I was expecting, was non-existent because the students did not need extra support at home with work. The use of technology allows the students to track their progress through the year, provide documentation of their academic journey and offer support to the students in every class and at home, even though it was not utilized in that manner.

Throughout Club Aspire classes and through the utilization of technology, the students are involved in co-regulating. First, the students work with a peer partner to set goals, evaluate and adjust their plan of action. By definition of co-regulation, each student has their own goal, evaluation and adjustment; the students just work towards completing the same goal, but with different products. Secondly, the students co-

regulated with their peer partner and other members of Club Aspire through the discussions on the Club Aspire's Google Classroom and other web resources. The co-regulation focus of my study was meant to examine the co-regulation between the students. As the facilitator for Club Aspire, I was often involved in the co-regulation within the physical and virtual classroom. However, my intention was to act as a support, coach and cheerleader for the Club Aspire students.

Research Design

This study is grounded in action research and its sole purpose is to gain a deeper understanding of the context with the intent to effect positive change (Mills, 2014). In the case of my study, I am examining my intervention, which only takes place within the context of my school. The purpose of my study is to understand the effects of my intervention in order to effect change in my students and their academic achievement. I am investigating the following research questions:

RQ1. How do middle school Elevate students perceive the impact of Aspire on their self-regulation and themselves as a learner?

RQ2. How does Club Aspire affect middle school Elevate students' academic success?

RQ3. What do middle school Elevate students perceive as the most influential elements of Aspire?

To gain a deeper understanding of how Club Aspire affects students, I conducted a mixed methods Qual(quant), embedded, explanatory case study, see Appendix K for study timeline. As defined by Creswell, mixed methods research "incorporates elements

of both qualitative and quantitative approaches" (Creswell, 2013). In this study I will use an embedded QUANT(qual) approach. An embedded QUAL(quant) design is defined as a primarily qualitative design, but quantitative data set is required to answer a different research question than the qualitative data and "is used to augment the interpretation" of the qualitative data (Plano Clark & Creswell, 2015, p. 400). In this study, research questions 1 and 3 are the qualitative questions and research question 2 is the embedded quantitative question. The combination of the three research questions gives me a better understanding of my intervention.

Using mixed methods allows me to collect and analyze a variety of evidence in an effort to gain a deeper understanding of my intervention (Yin, 2009). Explanatory case studies are used when researching the effects of a program (Baxter & Jack, 2008) and to examine complex situations (Baxter & Jack, 2008; Creswell, 2014; Plano Clark & Creswell, 2015). Examining the perceived effects of Club Aspire on middle school Elevate students is a complex issue when considering the various influences that can alter their achievement and behavior. Ultimately, I am examining the effects of my intervention, Club Aspire.

My intention is to make improvements to the program based off the results of this study. However, teaching is a complex situation because the teacher is instructing a single class, which may have up to thirty-four students. The teacher must take into account each individual student and differentiate accordingly, in order for the class to be successful. My study is similar in that my intervention is affecting a class, but I also need to know how my intervention effects individual students, so that in future iterations of my

intervention, I can better meet the needs of all my students. Thus, I will be using an embedded approach. An embedded approach situates subunits of analysis within the context of one case study (Yin, 2009). I am doing one case study, focused on the effects of my intervention across the program. However, within my case study I will have six units of analysis, which were my focal students.

My focal students were identified with purposeful sampling, sampling in which I chose the students who were most appropriate for my focal cases (Plano Clark & Creswell, 2015). I selected as focal students all six study participants who participated in Club Aspire and whose attendance above 85%. I chose 85% as my cutoff because the next student attendance was at 60%. Attending any class only 60% of the time is not going to allow the student to be truly effected by the content. In order to address all three of my research questions, I first analyzed data for each individual focal student and report my findings in a set of individual case studies. Then, comparing across individual cases and across the entire dataset, I analyzed and reported results for the intervention case study. The intervention case study relied on analysis of multiple data sources collected from all eight Club Aspire participants. Additionally, I had limited access to non-intervention student data, which I used to situate the findings of my quantitative data.

Sampling

The study included 11 participants, all identified through convenience sampling. Convenience sampling is defined by Plano Clark and Creswell as "participants who are available and accessible" (2015, p. 235). Convenience sampling was my only option because of the restrictions requiring me to conduct my intervention after school. As a

result, the only students who could participate in the study were students who live in the immediate area and could walk home or students who had family members who were able to pick them up after school.

There are 11 total participants in this study. Eight of the students were participants in the Club Aspire intervention. From the eight Club Aspire participants, the six focal students were selected, as described above. The remaining 3 participants were non-intervention students, students who did not participate in Club Aspire. Again, I was restricted to collecting data outside of class time, which left me with before and after school and lunch time. The three non-intervention participants were involved in other intervention classes I taught after school and they were the only students willing to give up their lunch time for some data collection. Again, a convenience sampling.

Instruments and Data Collection

Two qualitative measures and three quantitative measures were collected in order to conduct this action research, mixed methods, embedded, explanatory case study. The qualitative measures that I collected were interviews and class work. Originally, I was also collecting dialogue from the Google Classroom, but the new “no homework” policy made the platform irrelevant and did not produce any data. The qualitative measures were only conducted with the intervention group. The quantitative measures that were utilized was a questionnaire, assessment data and referral data. The quantitative methods were collected with participants in the intervention and non-intervention groups.

Data collected from the quantitative and qualitative measures were analyzed separately and interpreted together for each subunit (i.e., focal student) and then for the case study as a whole.

Qualitative Data Sources

My study examined the perceptions of middle school students on the effects of Club Aspire on their self-regulation (i.e. self-observation, judgment and self-response), their use of self-regulation strategies, and their perception of the most influential element of Club Aspire. There were two qualitative data sources associated with this study. In the sections below, I describe each data source in turn and describe how I collected it. I then explain how I conducted qualitative analyses to address my research questions.

Semi-structured interviews. I conducted interviews with all my Club Aspire student participants, for a total of eight students. The interview questions were designed to help me gain a deeper understanding of students' perceptions of how Club success impacted their self-regulation. I gained insight into their perception of and themselves as learners (e.g., How has having and being a peer partner helped you with your learning?), and what they perceived as the most influential elements of Club Aspire (e.g., What has been the most important activities we did in Club Aspire that helped you improve your won learning?).

The nature of semi-structured interviews gave me the freedom to prod the students for deeper, more meaningful answers than a structured interview would have allowed for (Creswell, 2014; Plano Clark & Creswell, 2015). It was necessary to ask follow-up probing questions (e.g., Can you give me a specific example? Can you explain

what it look like when you use that strategy?) because I interviewed middle school students. Children are often not as forthcoming with information as adults are in the interview process. Interviews were my primary source of data and it was vital that I gleaned as much data from the interviews as possible, making the flexibility of semi-structured interviews a necessity.

The interviews addressed RQ1: How does middle school Elevate students perceive the impact of Club Aspire on their self-regulation and themselves as a learner? And RQ3: What do middle school Elevate students perceive as the most influential elements of Club Aspire? I interviewed all members of Club Aspire who participated in my study. Three seventh-grade and three-eighth grade students were interviewed to assess any effects across the intervention. I conducted a total of eight interviews. The full interview protocol can be found on Appendix I. Each interview ran between 15 minutes to 20 minutes long. All eight interviews totaled 120 minutes. The Club Aspire students participating in the study were invited to interview the first week of December 2016. Eighth grade interviews were held in a classroom, after school on December 12, 2016. Seventh grade interview were conducted during lunch time on December 13-15, 2016. All interviews were audio recorded.

Once the interviews were complete, I sent all the interviews out to GMR Transcription Services. After receiving the transcriptions of the interviews, I read through each interview and listened to the recording to verify accuracy. Prior to coding, I read through the transcriptions multiple times. Each time I read through the interviews I read

to gather a general sense of the data. I tracked my initial thoughts with memos and included possible codes and connections to other data pieces.

It became apparent that managing the data was going to be overwhelming very quickly. Before I continued with my coding, I uploaded all of the interview transcriptions to HyperResearch. I used HyperResearch from this point forward in my study to assist in managing my data. All of my coding was completed in HyperResearch.

Class assignments. The second qualitative tool I used was the collection of class assignments from Club Aspire. Class assignments included discussions, strategy check-ins, writing prompts, "get to know you" activities, grade checks, missing work checks, online interactive white boards, goal sheets and strategy sheets. All class assignments were maintained on the Club Aspire Google Classroom. With two Club Aspire classes taking place once a week, I knew it would be difficult to remember the previous week's class, which is necessary to monitor and adjust my lesson plans and student behavior, therefore I took notes after each class as a way to remember what took place the previous week. I notated attitudes, participation, behavior, parent contact and summarized the discussions.

Strategy check-ins were sometimes a question posed by me about who had tried the previous week's strategy, when and where. I notated this data in my field journal as well. At other times, the strategy check-ins were online. I created the check-ins using Google Forms and put the forms on our Google Classroom. The missing work checks and grade checks were Google Docs that the students accessed from their Google Classroom and in filled in the information. The strategy sheet can be found in Appendix D. Strategy

sheets were used as a graphic organizer during Club Aspire when the students were learning about a strategy. However, the students did follow through on using them to track when they used the strategy and as a result, this was not useful data. During class activities, we used online interactive whiteboards as a platform to create our shared knowledge about the topic. We used Realtimeboard and Padlet. Each site is similar to Google Apps in that it allows for collaboration by multiple people at the same time. The products created by the students were saved in our Google Classroom.

Data from writing prompts, discussions, "get to know you" activities, goal sheets and online interactive white boards were coded using structural, descriptive, and values coding, as defined above. The only data not coded in such a manner was grade checks and missing work checks, which were included in the quantitative analysis. This analysis of class assignments was combined with the interview data to answer research questions 1 and 3 and then combined the qualitative analysis with the quantitative analysis to answer research question 2The next section will further discuss the qualitative data analysis process.

Qualitative Analysis

Data analysis started by coding each tool and interview separately. In my first cycle of coding, I used structural coding. *Structural coding* is defined as the application of "a content-based or conceptual phrase representing a topic of inquiry" (Saldaña, 2013, p. 84).For instance, the framework of my study are the theories of self-regulation and co-regulation. Within my theories, I am working specifically with the self-regulation process, self-regulation learning strategies, goal setting and co-regulation. Structural

coding allowed me to look for codes that I created based off of my theoretical framework. As an example, I looked for evidence of co-regulation, self-regulation strategies and where and when the students used self-regulation strategies…etc

My second cycle of coding I used descriptive coding. *Descriptive coding* is defined as a summary of the content, specifically the topic, and is coded in the form of a word or short phrase (Saldaña, 2013). For example, when a student was praising Club Aspire, +CA, was a code that I created based off of the topic of the student's words.

Next, I applied values coding to my data. Saldana (2013) defines *values coding* as a process of coding qualitative data in a manner that reflects the participant's values, attitudes and beliefs. I applied values coding for students' values, attitudes and beliefs in and outside of Club Aspire. As an example, in one of our assignments, I asked the students, "What is your favorite part about school." Many of the students responded with "friends." My value coding for this data example was "Values Peer Relationships."

At times, it was necessary to use simultaneous coding. *Simultaneous coding* is when two or more differing codes are applied to sequential units of data (Saldaña, 2013). Simultaneous coding was needed because sections of data often gave various pieces of information. For instance, a student could be sharing something they value, but they also mention a self-regulation strategy and when they used it. In the given example, I would have applied two structural codes and a values code.

Prior to writing, I examined the analysis for each interview and each class assignment and identified the major themes for each. . Then I analyzed the data across all of the case studies and class assignments looking for evidence of themes and connections.

Through this process, I was able to understand the perceived effects of my intervention at multiple levels, individual and intervention wide. the student and intervention wide. In the sections below, I explain further how I integrated analysis of qualitative data with other sources to inform this mixed-methods (Qualquant) case study.

Quantitative Measures

The quantitative data in my study is embedded within the larger framework of my qualitative data. Plano Clark and Creswell describe an embedded Qualquant design as "a set of procedures where the secondary data addresses a different question than the primary dataset and is used to augment the interpretation of the primary method" (Plano Clark & Creswell, 2015). I made this choice because part of my quantitative data were supporting research questions 1 and 3. The quantitative data analysis tools for this study were a questionnaire, referral data, grade checks, and missing work checks.

Part of the purpose of Club Aspire is to raise my students' academic achievement so that they are exited from Elevate prior to high school. Academic achievement is built on a broader foundation of academic success. For the purpose of this study, academic success encompassed the use of self-regulation strategies, classwork (including grades, and missing assignments), district Benchmark assessment scores, and behavior appropriate to school as operationalized through behavior referrals.

Self-regulation questionnaire. The self-regulation questionnaire is additional data to answer research questions 1 and 3, which are focused on the students' perceptions on the effects of Club Aspire. The questionnaire was given to the Club Aspire members the week of September 12, 2016 and January 9, 2017. The survey data was collected at

both points in order to gather baseline information from my intervention students to determine if there were any changes in their self-regulation strategy usage by the end of the semester. I also collected survey data from four non-intervention participants and it was given to determine if the intervention students survey data difference was due to Club Aspire or maturation and history. Maturation is the natural learning growth students have through the year and history is what the other teachers are teaching; both of which impact the meaning of the Club Aspire Self-Regulation Questionnaire data. Since the non-intervention students have the same teachers and are also affected by maturation, comparing the intervention students results to the non-intervention results allows me to determine if the results are due to Club Aspire or not. The non-intervention students' survey data will allow me to determine if Club Aspire has had any effect on the intervention students' self-regulation strategy use.

The Club Aspire Self-Regulation Questionnaire (CASRQ), I crafted for this study was based off two existing questionnaires. The CASRQ can be found in Appendix G. The questionnaires I extracted are the Motivated Strategies for Learning Questionnaire (MSLQ) (Duncan & McKeachie, 2010) and the Self-Regulation Strategy Inventory Self-Report (SRSI-SR) (Cleary, 2006). Both the MSLQ and the SRSI-SR are based on Bandura's Social Cognitive Theory and Self-Regulation and have been widely used and in various contexts.

The MSLQ, found in appendix E, examines self-regulation, motivation and self-efficacy. In my study I am primarily concerned with self-regulation, but Duncan and McKeachie (2010) included goal setting, task value, control of learning beliefs, self-

efficacy and text anxiety within the motivation construct of the MSLQ. The purpose of giving the questionnaire was to assess what self-regulation strategies my students are using; therefore, I did not use any part of the motivation construct. The MSLQ was written with a focus on students in college courses, so I modified the questions to make them appropriate for my study, which is focused on seventh and eighth grade Elevate students. For example, when a question referred to "the course," I changed the question to "in class." The essence of the questions was maintained. The last modification I made was to the Likert Scale.

The MSLQ was created using a seven-point Likert scale. Duncan and McKeachie (2010) only specified the first and last Likert point and did not specify if the center point was a neutral option, undecided or "I don't know." I chose to eliminate the center option because with the type of questions being asked, a neutral, undecided do not make sense and I want the students to identify themselves on the scale for each question. The questions are focused on what the student does. Seventh and eighth graders know if they do the strategy being asked about or not, in which case, an "I don't know" option would be a cop out. Therefore, the neutral option would defeat the purpose of the questionnaire. I included the remaining six points: *Very true of me, True of me, Somewhat true of me, Somewhat untrue of me, Untrue of me, Not at all true of me*. I also made the wording of some of the questions more "kid friendly" by keeping the vocabulary at a lower level. Lastly, I made the overall appearance simpler and more appealing.

The Self-Regulation Strategy Inventory – Self-Report (Cleary, 2006), Appendix F, is similar to the MSLQ in that it is based off of the self-regulation theories that stem

from Bandura's work. However, the authors of the SRSI-SR crafted their questionnaire with three overall factors: Managing environment and behavior, seeking and learning information and maladaptive regulatory behavior. The SRSI-SR has a total of 28 items. Many of the items overlapped with the MSLQ items and as such, I did not use them. There were ten items that I pulled from the SRSI – SR. Like the MSLQ, I modified some of the questions in order to fit the needs of my study; however, the essence of the questions was retained. The SRSI – SR was written with middle-school students in mind, so the level of writing was sufficient throughout, but the SRSI – SR was crafted specifically for a science class, so the first modification I made was to make anything related to science, generic. For instance, when questions referred to science material, I changed it to homework or classwork. The second modification I made was to change the negative working on question 20 from "I forget to bring home my science materials when I need to study" to "I always remember to take my homework home." I chose to change the question from a negative to a positive for two reasons. First I no longer need to reverse score it, and second, I want my students to start associating school with positives. In my experience, students who are given negative, return negative and when they are given positive, they return positive.

After multiple rounds of field testing, the results of a pilot test of the CASRQ in May of 2016 yielded acceptable Chronbach Alpha scores for all self-regulation categories and for the instrument overall, demonstrating internal consistency of my instrument (Plano Clark & Creswell, 2015). The overall reliability was α=.94.

The Chronbach Alpha scores resulting from the eleven participants in this study were slightly different from the pilot testing. However, this was expected due to the low n of the study. The overall reliability of the instrument based on the eleven participants' data was α=.96. All of the alpha scores for each self-regulation category were over the acceptable range of α=.70 or higher, except Peer Learning and Elaboration. See Appendix H for all internal reliability scores.

The Club Aspire Self-Regulation Questionnaire (CASRQ), is composed of nine constructs, which are: time and study environment management, rehearsal, elaboration, organization, critical thinking, metacognitive self-regulation, effort regulation, peer learning and help seeking. The questionnaire includes 53 questions and four demographic questions. The CASRQ was created using Google Forms and was given electronically to intervention students the week of September 12, 2016. Two students were not at the first class of Club Aspire, so they took the CASRQ the following week. The intervention students took the CASRQ a second time the week of January 9, 2016, which was after a two-week break. I collected CASRQ survey data from the intervention students at the beginning of the semester and at the end of the semester so that I could compare their results from September and January to identify any differences. The intervention students took the CASRQ on a Chromebook, during Club Aspire. Due to the very low nature of the Reading ability, I read the CASRQ to eliminate any reporting problems due to vocabulary they did not know. I also gave the CASRQ to four non-intervention students. The purpose of collecting the survey data from the non-intervention students was to eliminate maturation as a growth point. The non-intervention students took the CASRQ

at lunch time the week of March 10, 2016. The students completed the CASRQ on a Chromebook in my office. Again, I read all questions to the students to eliminate errors from misreading.

Once the data was collected, I scored the data by assigning a numeric score to each Likert answer from the questionnaire (Plano Clark & Creswell, 2015). For instance, *very true of me* is 6, *true of me* is 5, *somewhat true of me* is 4, *somewhat untrue of me is* 2, and *very untrue of me* which is a 1. Next, I added the self-regulation category to each column header, which was also the question. The purpose of this was to make the data easier to use within SPSS. Once I scored the data and input it into SPSS I prepared it by verifying the data transferred correctly into SPSS and then examined the data for missing values.

Next, I created new variables, one for each self-regulation category in order to see each students' mean for each self-regulation category. The new variables were: organization, peer learning, time & study environment, rehearsal, elaboration, critical thinking, effort regulation and help seeking.

Class work. The classwork that was used as a quantitative data point was the students' grade and missing work checks. The grade checks and missing work checks were part of our class assignments each week. The grade checks I examined were from the end of first and second quarter. I chose not to look at grades earlier in each quarter because I expected fluctuation. Part of our Club Aspire class was learning how to manage grades and missing work, which would fall under the organization self-regulation category. I wanted to look at their level of success at the end of the quarter. Since grades

are subjective and students have the opportunity to redo assessments, my examination of grades is more about progress within the organization category of self-regulation. I analyzed the grade and missing work checks by whole, intervention group and then by Quadrant. The purpose was to look at the percentage of students with and without F's in an effort to understand if their grades reflected their reported self-regulation strategy use.

Benchmark assessments. The next quantitative data source that I collected was the intervention and non-intervention students' district Benchmark Assessment scores. I collected benchmark assessment scores from 2015-2016 as one measure of academic success in order to address RQ2. The Benchmark assessments are district created assessments based on the Arizona state standards. They are reported in percent correct and developmental level. Developmental level is a label used to indicate a students understanding of the Arizona grade level standards. While the exact cutoff for each developmental level is determined by the district, roughly, "Highly Proficient" is given when a student answers 90% of the questions, or more, accurately. The "Proficient" label is given when students answer 60%-89% of the questions correctly. "Partially Proficient" is given when the student answers between 50%-59% of the questions correctly and "Minimally Proficient" is given when a student answers 49% or less of the questions correctly. I chose to use the district's Benchmark because it is standards based and will be more reliable as a measure of academic success than collecting teacher grades, which can be influenced by the teacher's bias and the district's redo policy and other influences.

Benchmark data from 2015 and 2016 was collected and was used to answer RQ2: How does Club Aspire affect middle school Elevate students' academic success?

Benchmark data was collected for intervention and non-intervention students. I used the data from the assessments to compare the growth of Club Aspire students from 2015 to 2016 and their level of growth compared to the non-intervention group of Elevate students. This allowed me to identify any academic effects of Club Aspire. Once I collected all of the Benchmark scores, I removed any identifying information from them and coded them, in order to maintain confidentiality.

Referral data. When a student has high self-regulation, they are generally more engaged in class. When a student is more engaged in the learning taking place in class, behavior is not usually a problem. For that reason, I collected the intervention students' referral data from 2015-2016 as a further indicator of academic success. The data analysis will indicate if Club Aspire has had any effect on the intervention students' academic success.

Quantitative Data Analysis

The CASRQ and Benchmark assessment data was loaded into SPSS. First, I examined the data for each focal student from the first CASRQ to the second to determine if there were any differences. I included the results within their focal case study. Next, I ran descriptive analysis on the data to identify the mean and standard deviation for each of the CASRQ categories. When it became necessary for me to compare the CASRQ and Benchmark data between intervention, non-intervention and Quadrant groups, I ran independent Samples T-Test. The T-Test enabled me to work with one set of data, but allowed for me to compare the various groups, examining their mean and standard deviation. I originally intended to utilize the p-values to determine

significance between the groups, but due to the low n, the results were not usable (Plano Clark & Creswell, 2015). In turn this data was examined to identify how the intervention, non-intervention and quadrant groups faired when compared to each other. Specifically, I examined the differences between the intervention group and the non-intervention and between the four Quadrants. I did not conduct further statistical tests to determine significant difference because my n was too small to meet the basic assumptions of the statistics due to the large standard of error (Miller, 2004). Lastly, I graphed the data from the Benchmark assessments to conduct a visual analysis of change. To analyze the grade checks and missing work checks, I tallied the frequency of each grade by Quadrant and then compared the results between the four groups.

Once the quantitative data analysis was complete for the Benchmark assessment, the grade checks and missing work checks, I examined across the data tools to identify any themes. This data analysis was used to answer research question 2: How does Club Aspire affect middle school Elevate students' academic success.

The CASRQ data analysis was combined with the qualitative data analysis in order to determine the students perceive effect of Club Aspire on their self-regulation. Lastly, I compared all of the quantitative data with the qualitative data to further answer research question 1 and 2.

Chapter 4

Analysis and Results

Chapter 4 is comprised of seven sections. First, I will present six focal case studies, which will be followed by the Club Aspire case study, which is analyzing the data across the program.

Samantha

Background

Samantha is a vibrant, joyful eighth grade student. She typically has a smile on her face and a little bounce to her step. She is highly invested in Alconbury and participates in many activities such as lacrosse and school leadership clubs. She gets along well with her peers and has many friends. Samantha has many supports, including her parents, one sibling and teachers. Samantha has never had any behavior problems in class that have resulted in a referral and seems to be well liked by her peers and her teachers. She is highly motivated in her classes and according to Samantha, generally has A's and B's, except in math. Table 1 shows Samantha's Benchmark scores.

Table 1

Samantha's Benchmark Scores for 2015 and 2016

Benchmark	2015	2016
Math 1	24%	43%
Math 2	40%	38%
Reading 1	53%	74%
Reading 2	49%	61%

Note. Benchmark 1 took place in October for both years. Benchmark 2 took place in March for both years.

As you can see in Table 1, Math is Samantha's bigger challenge and is why she was identified for Elevate. On the district Benchmark assessments, Samantha's reading scores for Benchmark 2 have a lot a room for growth, but they still fall into the Proficient range for the development score. In Math, all Benchmark scores are a developmental level of Minimally Proficient. Samantha is able to be successful in Reading, but when it comes to Math she has an incredibly difficult time. This could explain her feelings when she shared that she "hates math" multiple times during Club Aspire, both verbally and in written responses. Her 2016 Math Benchmark 2 score is 38%. At the beginning of the semester I observed that Samantha had less motivation to complete her math assignments than she did with other content areas. When given the option, she would work on other classwork first, such as Social Studies or Language Arts. When she had to work on math assignments her posture would shift from sitting up and easy going to hunched shoulders and a sigh. Completing her assignments for other classes is not usually a problem, but because math takes her longer to understand, she struggles with completing her math assignments in a timely manner.

Samantha comes from a very supportive family. Her parents are involved, advocate for her and are a resource for Samantha. Her parents have been proactive in attaining help for Samantha, including working with teachers on campus and hiring a private math tutor. Samantha is very aware of their expectations and has shared how valuable her parents believe an education is with me and other students in Club Aspire. It

is clear from Samantha's interview that her family is very important to her as they were the first thing she discussed when she was asked to share about herself. She spoke about who makes up her family, their holiday traditions and how proud she is to be an Aunt.

Participation in Club Aspire

From the first week, Samantha immersed herself in Club Aspire. She attended nine out of ten classes and wholly participated in every activity and discussion. During her interview, Samantha has expressed multiple reasons for why she likes Club Aspire. She said, *"I like the fact that it's a smaller class"* and "*I'm able to get one-on-one help, which I don't get a lot"* and "*I like the fact that you're understanding."* When I asked her what we had done in Club Aspire that helped her, she said, *"all – it's more positive there, like being positive about it. And you're more open-minded to it and you're positive" which indicates she believes the environment of the classroom affected her ability to learn. However, I suspect that her willingness to learn is what was affected. As a result, she learned the self-regulation strategies, which she then applied in her other classes*

Samantha's Perceived Influence of Club Aspire

According to Samantha, Club Aspire has influenced her attitude towards her classes in a positive direction.

> *"I'm more – like I said, I'm more open. I'm not so negative about my learning. I'm not like ugh, I have to go to math or ugh, I have to go to this class. I'm more open-minded, like, hey, I might actually learn something while I'm in this class."*

The above quote is an example of the benefits of Club Aspire that Samantha has identified.

It is not just a shift in attitude though, analysis of the data also indicated that Samantha experienced a shift in her self-efficacy for math. In my observations and class discussions with Samantha, she exhibited belief that she was not capable of learning math. Now, she has an expectation of learning and she believes that she is capable of learning the math. In the beginning of the semester, Samantha said multiple times in class that she *"can't do math"* or that *"I'm not good at math."* She would resist working or discussing math. As mentioned earlier her whole demeanor would shift from happy and positive to a sigh, shoulder falling and a grumble which usually included "*ugh math."* By the end of the semester I saw a complete shift in her attitude, her self-efficacy and her self-regulation. For example, in her interview Samantha shared,

> *"We're kind of doing this right now in math is functions. So as I understand – because we're learning them and I never knew of them. So now I understand it and probably the rise over run, linear equations and stuff like that. Like there's more to grasp then just looking at it and plotting points. There's more background information you have to do and stuff like that."*

When Samantha says "*I never knew of them. So now I understand it,"* She is sharing a celebration, she has been successful in learning the Math content and she is demonstrating her growth through her use of Math terminology. As the semester went on, Samantha would come into class asking to work on math and would encourage other students to join her. She would take charge and teach other students. I saw her grow in her confidence and when she would hit something she did not know she did not give up like she did at the beginning of the semester. She uses other students as a resource, she

asks me and other teachers for help, she references the math book, Tenmarks and if she still does not understand she Googles her question. When I asked Samantha what influenced these changes she said,

> *"Probably all – it's more positive there, like being positive about it. And you're more open-minded to it and you're positive, like hey, you didn't know linear equations, now you do. And you did all the math problems to actually work through it. That probably influenced me a lot being able to work through it, actually do it instead of just looking at it like, no, I'm not gonna do that. So probably that."*

Samantha is describing me modeling how I would approach the problem. In this instance, I did not know how to approach the problem. Instead of modeling how to do the problem, I ended up modeling how to persevere through a challenge. Samantha watched me reference the book, use *Tenmarks* and then *Kahn Academy*. This is also an example of how Samantha responded to co-regulation in Club Aspire, all of us were working together for the same purpose; each of us offering our knowledge. For Samantha, the modeling of working through the challenge by an adult had a huge impact on her. She did not just learn my process, she witnessed a different level of self-efficacy. I was transparent about not knowing how to approach the problem, but I also exuded confidence that we could figure it out, it was just a matter of finding the right resources.

As the semester went on, Samantha's self-efficacy increased, and I would argue that she is more willing to use self-regulation learning strategies because she believed she is capable of success, as evidenced in my observations and her interview where she

stated, "*I was just here for the assignment of being in eighth grade, but now I'm more – I can learn – I'm understanding more, I'm learning more."* She also said, *"I have to have some setbacks and I have to be open to that, not gonna be like negative and not go back up and hey, I'm gonna try this again."* She now believes that she is going to have challenges, but she is not going to give up; she is going to continue to try. *"I wasn't like open-minded to what I was actually gonna learn" i*s how Samantha described herself before starting Club Aspire. In her interview, I asked if she approaches her learning differently now than she did before Club Aspire and she said she is more open to what she is doing and went on to say

> *"…being open-minded…is one of my biggest things because you meet a lot of people in life that are not and they're more close-minded, they don't like go outside of their box. They're very black and white. You have to see color, so I'm thinking more open to everything, like you're open to new possibilities; you're open to learning things, like learning strategies, learning just new things in general."*

She has self-identified that her attitude was preventing her from taking on challenges and learning new approaches and attributes the change to Club Aspire.

Most Influential Aspect of Club Aspire for Samantha: Setting and Co-Regulating Goals

One of our focal points in Club Aspire was Goal setting. In support of Bandura's theory on Goals (Albert Bandura, 2004)Samantha believes that goal setting has increased her learning.

> *"I write down a goal on – like last week's goal, it was keep my assignments up or have no missing assignments, it stays in my head. It's kind of there so every time I'm like, I don't wanna have to do this assignment, now it keeps it in the back of my head like hey, you have to turn that in. Your goal is to not have any missing assignments. So, that's helping me a lot throughout the day, especially in math out of all things. It helps me be able to stay focused on it more so now I'm able to keep that in the back of my head and be like hey, you wanna do – if you wanna achieve this goal then you're gonna have to work for it. That's what helped me a lot."*

In the interview except above, Samantha explains that setting goals has increased her focus on her priorities and have been a constant reminder for her. Later in the interview Samantha shared, *"having a goal set for myself makes me wanna attempt it more. It makes me want to achieve it."* However, it isn't just the process of writing goals that has impacted Samantha, co-regulating with a peer partner has been equally important to her. *"I have to remember her goal and I'll keep her on track…but helping keep her in track kind of helps me so I'm helping her, I'm also helping myself."* For Samantha, working with a peer partner on goals forced her to pay attention to her own goal. During class I observed Samantha and her peer partner discussing their success on their goal from the week. Through their discussion, they held each other accountable by questioning their plan and their choices. *"…and having school goalkeepers helps a lot because I have someone to go to do it to help me like hey, what was my goal from week six or, like, can I*

achieve that now?" Samantha did not just depend on her peer partner to help her stay on track, she depends on parents and her teachers.

> *"My parents do a lot for me, so they are my goalkeepers…because I do [lacross]. My [parent] is my biggest goalkeeper because he wants me to be…so he wants me to achieve certain goals, like be able to spike or be able to serve overhead correctly, not like mess up, or jump serve. He's my goalkeeper, so I have my personal goalkeepers."*

While Samantha's parents supported and helped her with her goals prior to Club Aspire, Samantha is transferring what was taught in Club Aspire to situations outside of Club Aspire.

Setting goals has also been a motivator for Samantha, as shared earlier she said *"having a goal set for myself makes me wanna attempt it more. It makes me want to achieve it."* For Samantha, just the focus a goal brings pushes her to want to be successful, but as Bandura said, goals motivate people and provide direction (Albert Bandura, 2004). Clearly, this is the case for Samantha. In class, she was very focused on her goal and it was the first thing she wanted to discuss. When she was successful, she was excited to share her celebration. When she had not met her goal, she wanted to discuss why and how she could have approached it differently, as I witnessed in class when she was working with her peer partner. For example, during class, we would each take a turn and share out the best part of our week and the worst, our 'High' and our 'Low.' Samantha's high she shared for our "get to know you" activity was about a great score she got in Math. Samantha has already set new long-term goals that she wants to

achieve in high school. The goals she shared with me speak of her desire to continue doing what she has started this semester, to continue to be positive and willing to try new things, to continue with organization.

Self-Regulation

Samantha has transferred the self-regulation learning strategies that we have learned about in Club Aspire to other classes. Samantha identified multiple strategies throughout her interview that she uses outside of Club Aspire. The strategies Samantha identified primarily fall into the following categories: metacognitive strategies, organization. time and study environment, and effort regulation. Samantha repeatedly spoke about organization. She used organization strategies for keeping track of work, due dates, her backpack and she used organization within her assignments, highlighting main ideas in one color, vocabulary in another. She even talked about highlighting vocab words in two colors, one for words she knows and one for words she needs to look up. Then she would look up the words she did not know and make note of them in her notes. The last organization strategy she talked about was notetaking. Some of Samantha's teachers were using Cornell Notes, but the students did not understand how to take them correctly or why they were supposed to use them, which led to us discussing them in Club Aspire. Following my lesson on Cornell Notes, Samantha talked about how much easier it was to take notes when she understood the purpose behind them and how to use them. She also mentioned in class that she uses them more often than she did, especially in math, which is the area that she struggled in the most. I suspect that organization was a big focus for her because our very first lesson was on organization and we were able to

spiral it all the way through the semester. Additionally, these strategies were supported in her other classes during the school day as well.

The effort regulation strategies and time and study environment strategies that Samantha identified using in her interview go hand-in-hand. Samantha has chosen to break up her study sessions into smaller time chunks, roughly twenty to thirty minutes. At the end of each time chunk, she takes a short break, three to five minutes and then repeats the process. The short breaks are serving to reenergize her and as a reward.

Samantha identified metacognitive strategies as a strategy she already used, saying,

> *"Metacognitive questioning, I use that more. I use it already in general, but I used it more and I understand what I'm doing. I understand the actual title so it's just me talking to myself. And I use it more; it helps me through what I'm doing. Like I'll reflect on stuff I've learned and then I'll go off of it on whatever I'm doing in class. So it's helped me a lot. Those are one of the strategies I use a lot is metacognitive questioning, especially in stuff I'm okay in, but I could do better. Like I reflect off of what I've learned in the past."*

There a couple interesting pieces here. First, Samantha already used metacognitive strategies, but it does not sound like she was fully aware of it as a strategy and after working on it in Club Aspire has a better understanding and uses it more often. Samantha has more of an awareness of it. The second interesting point is that Samantha said she uses metacognitive strategies more often in classes that she feels more successful, *"Those are one of the strategies I use a lot is metacognitive questioning, especially in stuff I'm*

okay in." This is interesting because it appears that applying strategies to areas she struggles in takes more effort than areas where she is comfortable, so applying strategies that she isn't fully comfortable with is more difficult for her than in classes she feels more successful in. This could indicate that students need to be fully comfortable with a strategy before they can apply it to an area they struggle in. Additionally, on the CSSRQ the self-regulation category that Samantha identified as using the least was *Metacognitive Strategies*. Table 2 shows Samantha's self-assessment of her own use of self-regulation strategies as identified in the CASRQ.

Table 2

Samantha's Self-Identified Use of Self-Regulation Learning Strategies

Self-Regulation Category	September	January
Organization	4.29	5.71
Metacognitive Strategies	3.50	5.30
Peer Learning	4.00	5.00
Time and Study Environment	4.73	5.10
Rehearsal	3.50	4.50
Elaboration	3.50	5.25
Critical Thinking	5.00	5.00
Effort Regulation	3.75	4.25
Help Seeking	5.50	5.00

As Table 2 shows, Samantha's self-regulation use went up in every category, except *Help Seeking*. Her average for the *Help Seeking* category went from 5.50 to 5.00, still in the True of me range, but still a decrease. This data may indicate that Samantha is not relying on others as much to assist her through challenges because he has so many self-regulation strategies she is now using. The range of the scale was from 1-not at all true of me to 6-Very true of me. The two lowest categories that Samantha identified are *Rehearsal* and *Effort Regulation*. They are still on the higher end, just below True of me, however, she does not identify using *Rehearsal* and *Effort Regulation* strategies as often as the other categories. Samantha may not use *Effort Regulation* as much because she does not have any behavior problems in class and therefore, does not need to use *Effort Regulation* strategies to help her make better choices. Samantha's average for every other self-regulation category was between 5.0 and 5.71, all in the True of me range, indicating that Samantha uses the self-regulation strategies on a fairly regular basis.

As stated earlier, Samantha has strong ties with her family and they offer her a lot of support. From her interview, it is clear that she values relationships. When she was asked how long she has been at Alconbury, she said, *"Since Kindergarten. So I – pretty much everyone knows me here. I like it here."* It is not the school that is important to her, it is the relationships within the school that she values. When talking about Club Aspire she said

> *"It's kind of like I have something to fall back on, like people to fall back on. If I'm like doing a poorly, I can come to you or Mrs. Miller and you'll help me with it. So I'm able to fall back on the team, the group of you guys and understand*

what I'm doing. I know you guys will remind me because you're like keeping me on track. So being a team helps me stay focused."

For Samantha, having people who will support her is important. She places value on those relationships. Her level of involvement in Club Aspire could be due to the value she places on relationships and her ability to make use of co-regulation.

Summary

The value Samantha places on relationships could explain her quick buy-in to Club Aspire and why she was so successful with her peer partner. As a result, Samantha identified goal setting and co-regulating through the self-regulation process as the most valuable element in Club Aspire.

Penny

Background

Penny is an energetic, typically happy, eighth grade student. She generally comes to class with a smile on her face, but can get caught up in eighth grade drama and that, at times, can distract her from her academics. When she has a celebration, Penny is on cloud nine and typically shares her accomplishment with everyone, but her mood can swing when she is struggling and she becomes sullen at times. During a couple of my conversations with Penny, she has described herself from the previous year as a "bad" student. She has shared stories of her talking too much, being disrespectful to teachers and being out of her seat. Twice, when Penny was sharing with me in class, Samantha, nodded her head in agreement and said, "she was." During the first week of Club Aspire, Penny stated in an assignment that she hates school, but she loves coming to see her

friends. During our interview, Penny said, *"I was not a very good student"* when she was asked to describe herself in back in August. She went on to say *"I was always off-task and jumping off the walls"* and that she was *"not paying attention or anything."* When I first met Penny, she did not consider herself a *"good"* student. From the look on her face, she almost seemed proud of her self-deprecating stories. She admitted in her interview that *"School is not my favorite thing at all."*

Penny does not discuss her family often, but when she does she talks about her parent and siblings. She has shared that her siblings require extra support and it seems that they require a lot of her parents' time and energy, making life at home a little chaotic. Penny's parent has been involved at school since the beginning of year when I asked her to come in to meet with me about Elevate. In my conversation with her parent, it was clear that she believes Penny can be successful.

Penny is well liked by most of her teachers. Her big personality can be difficult for more reserved adults to handle, as she can be very energetic and giggly. In my observation of Penny in her content area classes, I have found that she will try her best when she is with the teachers she really likes. When Penny is with a teacher she does not like, she seems to be less motivated to stay on task. She will chit chat with friends more often than not, and these teachers lose patience with her quicker.

Participation in Aspire

Eight grade Club Aspire met once a week for ten weeks. Penny attended nine out of the ten classes. Despite Penny's repeated claim that she does not like school, Penny bought into Club Aspire relatively quickly and by week three, was fully invested.

Penny's initial hesitation with Club Aspire seemed more about me than the class. I say this because when I first met Penny she would have an almost apprehensive look on her face until I acknowledged her and asked how she was doing. When I repeatedly demonstrated my interest in how she was, in and outside of Club Aspire, she no longer appeared apprehensive. Instead, she would wave or run over to me and say hi. Once that shift happened, her participation and buy-in to Club Aspire was no longer a concern.

I have seen a shift in Penny's attitude at school since August. At the beginning of the school year, transitions to new classes were often accompanied by sighs, especially when going to Language Arts class. Reading is a challenge for Penny and is the reason she was selected for Elevate. Table 3 shows her Benchmark scores.

Table 3

Penny's Benchmark Scores for 2015 and 2016

Benchmark	2015	2016
Math 1	29%	41%
Math 2	44%	42%
Reading 1	45%	40%
Reading 2	47%	34%

Note. Benchmark 1 took place in October for both years. Benchmark 2 took place in March for both years.

As seen in Table 3, Penny's district Benchmarks scores are very low, across the board. Her developmental level is Minimally Proficient. For her to pass the district Benchmark

in Math and Reading, she would need to gain 18% in Math and 26% in Reading. From 2015 to 2016, Penny lost 13%. A true comparison is not possible because the two Benchmark assessments were testing two different sets of standards. When we consider that Penny understood 47% of the standards in seventh grade and now she only understands 34% of the standards in Reading, it is clear why Language Arts class and Social Studies is so challenging for her.

However, she struggles in Math just a much, which Penny recognizes as well, saying in an interview, "*In reading, I'm not doing so well in there because it's hard. Then in math, I have to read the words and figure it out. In math, it's hard to figure it out."* That Penny is fully aware of her academic struggles and it seemed to keep her from participating in class discussions. In the beginning of Club Aspire, she would stay very quiet when we were having group discussions. At times, she would share with her neighbor, but very rarely would she offer her thoughts, ideas or questions to the discussion. For Penny, not talking is completely opposite her personality, as she would be one some people might describe as blessed with the "gift of gab." She is not shy and is usually first to offer up information, but only when there is not any academic risk.

By the end of the semester I saw a shift in Penny. What changed the most was the risks she was willing to take in class. In the end, she participated in all our discussions, offering up her ideas and questions. She even started teaching other students in class. For example, when we were working on taking Cornell Notes, another student was a little behind and she taught the other student the steps they had missed. I have noticed in walkthroughs of other classes that by the end of the semester, Penny would volunteer her

assistance to other students. By the end of the semester, Penny was willing to make mistakes in front of her peers.

Penny's Perceived Influence of Club Aspire

Penny has seen a change in herself at school too over the time of her participation in Club Aspire. In her end-of-semester interview, she stated, *"I have [changed]. It's been easier for me to turn things in, not being scared or anything, and staying on top of stuff."* While Penny is not discussing a specific attitude in her statement, she did indicate that she was "scared" at the beginning of the school year, but she isn't scared now. Her admission supports my earlier statement that Penny is now willing to make a mistake. Penny is now more courageous in class and is taking risks through her participation and willingness to help other students. Additionally, this indicates that she was scared to make a mistake within her assignments because it is *"easier for me to turn things in, not being scared or anything."* When we consider this quote, we can conclude that her fear of making a mistake on an assignment was preventing her from completing her work and/or turning her work in. As a result, she wouldn't get feedback and ultimately fell further behind because she wasn't applying the content she was being taught in class. She also talks about *"staying on top of stuff."* To Penny, this means *"like turning my homework in and actually getting my homework done and asking questions."*

Completing assignments is a challenge for Penny and one she has discussed often, both in class discussions, assignments and in her interview. The first week of Club Aspire I wanted to get to know my students better. In one of the assignments I asked the students to share what they enjoy and dislike about school. Penny said that she does not like *"that*

there is still tons of work to do at school and home." This quote alludes to the fact that Penny struggles with completing all her work. On Week one of Club Aspire, she was already worried about finishing her work. During the many times that we discussed missing assignments and at the beginning of Club Aspire meetings, Penny was one of the students often missing more than 10 assignments. Additionally, each Friday, Alconbury holds a make-up work time in the café. Any student with a missing assignment from that week is required to attend. Penny attended on a regular basis throughout the semester.

As the semester went on, Penny got better about turning her work in. She still attended the weekly make-up sessions, but the number of missing assignments dropped from ten or more on a regular basis to two or less by the end of the semester. Penny did continue to attend the school-wide make-up work sessions each Friday throughout the semester. However, by the end of the semester she would leave the session completely caught up with her work rather than still having work to take home as was true at the beginning of the semester.

In her interview, Penny shared, *"I learned that it's easier for me now to stay focused and stay on top of things."* Penny is speaking about keeping up with her work, but what is interesting is that she connects staying focused and turning her work in with being a successful learner. As discussed earlier, Penny described herself as a student who would not pay attention and *"was always off-task."* Therefore, it is significant that she is now seeing herself as more engaged with her classes. Later in her interview she stated, *"last year and other years, I was not the best focused person at all."* The last quote is important because she said *"last year."* She no longer identifies herself as that student.

She is no longer the unfocused student or the student who is *"always off-task."* When I asked Penny, during her interview, what her biggest celebration was she said, "being able to stay focused, that's my biggest one." I would argue that this demonstrates a shift in her self-efficacy, going from being scared to turn work in because of possible mistakes to believing that she will be successful if she puts in the effort of focusing in class and turning in her work. At the beginning of the semester, Penny believed that she was going to make a mistake whenever she attempted academic work. It was not a question, it was an expectation and as a result, she wouldn't turn anything in. By the end of the semester mistakes were no longer a concern, she now believes that if she focuses and turns her work in, she'll be successful. In her interview, Rebecca expressed a desire *"to be better and probably not – to stay more focused and calm in school."* In order to achieve this goal, Penny said she is going *"to plan – just keep in mind that if I stay on top of things and get everything turned in, then I'll be good."* I believe she has more self-efficacy because these quotes reveal a student who believes that effort determines success. She is attributing her success to effort and as a result, her attitude and perseverance in the face of a challenge has also changed.

At the beginning of the semester, when Penny was presented with a challenge, she would use a lot of avoidance strategies. For example, during Club Aspire classes, she would go to the bathroom, get a drink, decide she needed to find something in her backpack or would turn and talk to a friend. When I redirected the behavior, she would sigh and mumble, hunch her shoulders and would resemble a limp noodle more than a kid. Now, when Penny has a challenge, she does not find a reason to get up nor does she

become a limp noodle. When she is challenged, she will immediately ask a question. Sometimes she will question her peers, sometimes she will question the teacher. The most important piece here is that she is no longer avoiding challenges. Penny calls her willingness to persevere through challenges, her focus and she attributes this to focus, to the new learning strategies she learned in Club Aspire.

Self-Regulation

Penny's approach to her learning has also shifted. *"I plan ahead on what to do first and if I have multiple assignments, what to do first, how to use it, if I'm going to need help, and ask questions and stuff like that."* Penny's list of how she approaches her classwork is a list of self-regulation strategies (i.e. organization, metacognitive strategies, help seeking). Analysis of the interview data identified five self-regulation categories that Penny uses outside of Club Aspire. They are: organization, time and study environment, help seeking, rehearsal, elaboration and metacognition.

According to my observations, class discussions and her interview, the organization strategies that Penny uses includes note taking, highlighting, organizing her backpack and binder, keeping track of when assignments are due and labeling. Since other teachers on campus want the students to take Cornell Notes, I taught Club Aspire how to take them correctly. An interesting comment that Penny made in class was that she uses Cornell Notes more often after learning about them in Club Aspire because she understands how to take them and why. She then uses her notes at home to study, which leads to rehearsal and elaboration. Penny stated in her interview that she reads over her notes and writes the summary at home, which is rehearsal and elaboration and then

questions herself. *"I just ask questions to myself and then answer them using my notes."* In her interview, she also identified using strategies that fall into the time and study environment that she is using at home by planning where she is going to study uninterrupted and she is using a strategy we talked about called chunking in which she studies for 20 to 30 minutes and then takes a short three to five-minute break.

I discussed earlier how Penny does not hesitate to ask other people questions about academic content. In her interview, one of the strategies that Penny spoke about using is help-seeking. She uses this strategy when she does not understand the content, when she is cognitively challenged. At the beginning of the semester, I observed that she would only ask questions of me when other students were on another task. At the end of the semester, my observations were very different. Not only will she ask questions in front of peers, but she will stop the teacher mid-sentence to ask her question. In her interview, Penny shared that she is also confident enough to ask a peer, and when she is at home, she is asking her parents. She also confirmed my observations which leads me to believe she is very intentional in her decisions within her classroom.

Metacognitive strategies seem to have been most beneficial to Penny. In class assignments and in her interview, Penny talks about *questioning*. In class, we identified metacognitive questioning as our ability to guide our thoughts to assist in our tasks. We can use metacognitive questioning to help us with our effort, with planning our approach on a task, during an assignment to help guide our learning…etc. Some of her metacognitive questions are in regards to her assignments, but many of the questions she has reported using are really about managing her effort. As discussed earlier, Penny's

biggest self-identified change has been in how focused she is in class and completing her work. The metacognitive questions she is using are helping her manage her behavior. For example, in her interview she said she asks herself *"Why am I doing this? What will I get out of it when I'm choosing my choices? I can stay on-task or get off-task. What's going to happen if I go this way or go this way?"* The questions she posed in this quote are all about her behavior and the choices she is going to make. What is interesting here is that when we worked on metacognitive questioning, we did not discuss these types of questions. She has transferred her understanding of this strategy and used it in a different context and in flexible ways.

Table 4 shows Penny's self-assessment of her own use of self-regulation strategies as identified in the CASRQ.

Table 4

Penny's Use of Self-Regulation Learning Strategies as Self-Identified in the CASRQ

Self-Regulation Category	September	January
Organization	6.00	4.57
Metacognitive Strategies	5.30	4.20
Peer Learning	6.00	5.50
Time and Study Environment	5.27	4.82
Rehearsal	4.33	3.50
Elaboration	5.25	3.25
Critical Thinking	4.50	4.75
Effort Regulation	3.50	5.50
Help Seeking	5.50	6.00

As shown in Table 4, Penny's results from the CASRQ in January indicate that she identified *Peer Learning, Help Seeking* and *Effort Regulation* as falling between *"True of me"* and *"Very true of me."* These are the most used self-regulation categories by Penny, which supports the interview and class work data. The next highest group of self-regulation categories that Penny identified using in the CASRQ are *Organization, Time and Study Environment, Critical Thinking, Metacognitive Strategies, Rehearsal and* Elaboration. All of these strategies fell between *"Somewhat true of me"* and *"True of me."* In other words, she is using the strategies, just not as frequently as *Help Seeking,*

Peer Learning and *Effort Regulation*. The only categories that Penny identified as "*Somewhat untrue of me"* is *Elaboration* and *Rehearsal*.

When comparing the CASRQ data from September to January, it appears that Penny has decreased usage from the September to January in almost every category. However, all the other data collected indicates the opposite, that her use of self-regulation learning strategies have increased.

One issue that came up in the interview was regarding the utilization of technology. Penny acknowledged how convenient using technology was for keeping track of items, but she was adamant that they caused more problems than not. The one element she reported that she would change about Club Aspire is the technology. When asked what improvement she would make, Penny claimed, *"probably not being on the computers a lot because we tend to get off-task with those."* She went on to say that the Chromebooks make it harder to stay focused. What was surprising was that she perceived this as a problem for everyone in the class, not just herself. She said it was a problem *"for everybody, because I can be working with – I try to work with the boys and stuff and they get off-task and it's just, Okay, yeah, now what?"* While I recognized this problem as a teacher, I was surprised that Penny was self-aware enough to identify this problem and to see it in her peers. What is more interesting is that she is so focused on excelling at school, she wants the Chromebooks removed.

Most Influential Aspect of Club Aspire for Penny: Goals and Co-Regulation

One theme that came out of Penny's interview and one of her assignments is how much she values peer partners. In one of her assignments she wrote, *"I like that we do get*

to see all of my friends and that we still get to do to some fun group work." The thing she enjoys most about school is her friends and group work. This means that she values peer relationships. Peer relationships are what she enjoys at school; therefore, it motivates her. In my observations of Penny, she is typically surrounded by friends. For Penny, a key piece to her buy-in at school is going to be the peer collaboration.

During Club Aspire having a peer partner is what she valued most. In her interview, she attributes a lot of growth to working with her Club Aspire peer partner, Samantha. Samantha and Penny were peer partners during every class session, working together all nine out of ten sessions they attended. Penny and her peer partner worked through the self-regulation process of self-observation, judgment and response every class meeting when they worked on goals. She spoke about her partner multiple times in her interview and said *"actually, it's been good because Samantha, she's my peer partner and I am hers."* She continued to share about her co-regulation with Samantha saying,

> *"sometimes, her goal would be part of my goal and the same for her, like we notice that. Because her goal is, one time, to keep her grades up, and my goal is turn in all the assignments, and technically it all comes together, so it's easy. I know if I can do her goal, then I should be able to do my goal."*

Penny found value in co-regulating with Samantha. What is interesting is that knowing, discussing and helping Samantha with her goal, gave Penny more confidence with her own goal. Ultimately, helping Samantha stay on track with her goal, helped Penny stay on-track with her own. Additionally, this example of co-regulation did not just occur

within Club Aspire, it transferred outside of our classroom to their other classes. Penny was very clear that until Club Aspire, they had not worked in such a capacity before.

I had asked Penny in her interview if she thought that it would have been better to work on goals by herself. She responded with,

> *"It might be harder by yourself because you might forget or something. But then, you have no one to be like, "Well, you messed up here," or something. When you think personally that you did very good, and with the right partner, they can actually tell you if you did wrong or right."*

First, she has identified the importance of accountability. This quote tells me that Penny values having a peer partner to keep her accountable. But, the most interesting piece in the quote is when she said, *"with the right partner,"* these four words reveal how important it is for the students, particularly Penny to have the *"right partner."* In my observations, I found that Penny and her peer partner Samantha were good friends. It is commonplace to see them together in the hallway, sitting next to each other in class and at lunch together. During her interview Penny said,

> *"Oh, so in that one video that we watched, if you teach it, then you should be able to do it. That's kind of how it is though. I'm trying to help Samantha getting her stuff turned in, so that means I'm getting my stuff turned in or done."*

This quote is another example of the co-regulation between Penny and her partner. Again, this quote demonstrates the increase in self-efficacy Penny has when she sees her partner's ability to meet the goal, which is directly in line with Bandura's work [insert study]. The other important piece in the quote is that Penny has again transferred a

strategy that we learned in an academic context and applied it to another setting. This is really important because this indicates that Penny is not only using the strategies, but she is comfortable enough to apply them to new areas. In the context of Club Aspire, I taught strategies for the sake of teaching strategies. As a class, we identified when and where the strategies could be used and why they were important to use. We were not working on math or reading specifically. The data indicates that, in the case of Penny, teaching the strategies independently, is effective for increasing strategy use and application in different academic contexts.

Summary

In summary, Penny demonstrated growth as a learner throughout the semester. The data indicated that she began using various self-regulation learning strategies and used them frequently in multiple contexts. Penny also applied the self-regulation learning strategies to regulate her behavior in school. The most impactful element of Club Aspire for Penny was co-regulating with a peer partner on goals. The data indicates that Penny's self-efficacy increased with the modeling from her peer partner on goal setting, and that the co-regulation continued outside of Club Aspire. Penny did not find the use of technology helpful because it was too distracting for her.

Ricky

Background

Ricky is an incredibly energetic eighth grade boy. He loves to play sports and is very motivated academically when he is in the middle of a sport season due to the no pass no play rules. Ricky can be described as the popular kid and the class clown. He loves to

be the center of attention and gets along really well with his classmates. Ricky is all about having fun. He easily laughs and likes to make jokes of everything, however, his jokes can be rude and disrespectful and at times, mean. My observations of Ricky at school made it clear that he values peer relationships. When I asked Ricky during our first Club Aspire class what he enjoyed most about school, he said "friends and small pieces of class work."

School does not seem to be something Ricky likes or dislikes. He seems to be indifferent. He has shared on multiple occasions at school, in class and on a "Get to Know You" assignment that he dislikes various teachers and the amount of work required. His relationship with the teachers is strained. Ricky's behavior in class is very disruptive, as a result, I have had to remove him from his regular classes on several occasions. His teachers will redirect him, but when he is redirected he will often respond with a joke or disrespectfully. With each redirection, Ricky's disrespect increases. Unfortunately, Ricky does not typically take responsibility for his behavior and will give excuse after excuse. He'll say things like "I wasn't doing anything" or will try to crack a joke. Other times Ricky does not view his behavior as disrespectful or disruptive. When I have worked one-on-one with Ricky, he does not exhibit the disrespectful behaviors that he displays in a classroom setting. In my memos, I wrote each night after class, mentioned Ricky's misbehavior every week. I had to have a conversation with Ricky twice in the hallway and once, his parent had to come pick him up because he was being so disrespectful. Ricky describes his behavior has "unfocused." In my conversations with parent and the meetings we had with teachers, it became apparent that there was a

disconnect with how Ricky viewed his behavior in class and what the teachers' perception was.

Every time I had to contact Ricky's parent about his behavior, the story he told his parent did not align with what had occurred in class, as I had experienced it. One day I was called to a classroom to remove Ricky from class because he was being so disruptive. When I asked Ricky to share with me what happened, he just shrugged and said "I don't know, she just kicked me out." Between August and December this year, Ricky was written three referrals for the type of behavior I have described above. All three of the referrals were for defiance and disrespect. Last year, Ricky was written three referrals the entire school, the same number Ricky received in one semester this year. Two of the three referrals last year were for defiance and disrespect. All of the referrals discuss the number of redirections that were required and the disrespect that followed.

Ricky is aware that his behavior is a problem because he knows he misses information, but he describes it as being unfocused, not disruptive. For instance, in his interview he said, *"If I don't pay attention or if I'm unfocused during Math, I sometimes miss what they're saying so I just need to work on focusing."* When I asked Ricky how his learning changes when he is able to focus, he reported on his experience during a writing assignment, saying "*…it took me a minute to start on my writing but, as soon as I got started, I just kept on going and going – I just kept on writing. I was focused."* Ricky is aware that his behavior is affecting how much he is able to accomplish. He is also aware that he is behind. *"I don't get what we're doing. Everybody else will be working on it and I'll just be sitting there, still."*

Table 5 show Ricky's Benchmark scores from 2015-2016.

Table 5

Ricky's Benchmark Scores for 2015 and 2016

Benchmark	2015	2016
Math 1	24%	33%
Math 2	24%	93%
Reading 1	45%	53%
Reading 2	40%	50%

Note. Benchmark 1 took place in October for both years. Benchmark 2 took place in March for both years.

The scores in Table 5 for Reading and Math fall into a developmental level of Minimally Proficient. However, Ricky was only selected for Elevate in the area of Math. What is startling about Ricky's Math Benchmark scores is the sudden jump in scores from Benchmark 1 to 2 in 2016. Such a jump is highly unusual and as a result there has been an investigation into the possibility of cheating. However, there has been no evidence in support of cheating. The district Benchmark 2 scores are a predictor of the AzMerit scores. If Ricky maintains a developmental level of Proficent on the AzMerit, then it is unlikely that Ricky was involved in cheating.

Ricky's parents are very supportive of him and spend hours collecting work and tutoring him. Ricky has not mentioned his family the entire semester, but when observing him and his family, he is respectful towards his parents. In fact, none of the behavior

disruptive or disrespectful behaviors he displays at school occur when his family is present.

Participation in Club Aspire

As stated earlier Ricky's parents are highly involved in his education. At the beginning of the school year I met with Ricky and his parent about Elevate. She wanted Ricky in every support available to him. Ricky did not have the same desire. Thus, while Ricky has been present at 8.5 out of 10 classes, he did not want to be there. By the end of the semester, Ricky had stated several times that he did not want to stay after school, but he generally only expressed these feelings when I had to discuss his disruptive behavior.

Ricky did not fully buy-in to Club Aspire. He never outright refused to participate, but for the most part it was as if he had one foot out the door. For instance, during one of our classes we were doing Highs and Lows, an activity meant to build community and offers us a chance to get to know each other better. From the moment I picked the students up from the playground, Ricky was goofing off. I had to redirect Ricky's behavior numerous times because he had been tossing the ball in the hallway. When we started Highs and Lows Ricky was disruptive with his talking to his peer partner. I again had to redirect his behavior and had to ask him to stop talking. Everyone in class shared their high and low, but when it was Ricky's turn he shared his high – winning a game and then said his low was being in Club Aspire. The rest of students visually pulled away from Ricky, including his friend and a couple students sighed. He had participated, but he managed to do it in a disruptive and disrespectful way. The type of behavior I just described was common throughout the semester.

Ricky enjoys working on the Chromebooks and in his interview and during class he expressed multiple times how much he likes being on the Chromebooks. Ricky feels that using the technology *"makes it easier to focus, it's something different than just writing, so it's like, "Oh, this is pretty cool," kind of thing."* When we were working on the Chromebooks, Ricky was usually working on what we were working on, but there were a couple times that he I caught him playing games on it or trying to listen to music on YouTube. As was the custom, when I redirected Ricky, he put up a fight.

The one part of Club Aspire Ricky would follow through on was his goals. As mentioned earlier, Ricky really values peer relationships. Ricky's peer partner during Club Aspire was one of his friends, and Ricky enjoyed having an opportunity that required him to talk to his partner. I rarely had to redirect Ricky during goal time. Any time we had a physical activity, Ricky was all in. For example, during one class we played a game that demonstrated the importance of being organized. Ricky loved it. We were up out of seats, there was celebrating. Ricky was also usually successful when we were working collaboratively on the same document in an online forum like Realtimeboard. Realtimeboard is an interactive whiteboard that allows all of the collaborators to contribute information, pictures, videos, documents and comments at the same time. The only time I would have to redirect Ricky during this type of activity was when he would try to be silly in the document by posting a picture or making a comment that was meant as a joke.

Ricky's Perceived Influence of Club Aspire

Despite the misbehaviors during Club Aspire, Ricky has attributed some of his growth in school to Club Aspire. *"All the things that we've been doing and I've been taking down during the classes – Club Aspire stuff – it's helped out with normal school work."* I asked Ricky to explain what "Club Aspire stuff" he was referring to and he started talking about his routine when he gets home. "*Like, whenever I go home, I try and organize myself more because part of Club Aspire was organization. So, whenever I go home, I organize my backpack every day now. So it helps me pretty much stay ready for tests or anything that pops up."* What is interesting about this quote is that parent had shared with me that she goes through Ricky's backpack every day. According to the quote, Ricky started taking on that responsibility. In Club Aspire, we spent a lot time discussing and learning about organization strategies. For instance, keeping backpacks, folders and papers organized, as well as planning out how we approach our responsibilities. On the CASRQ, Ricky's average for organization was 4.57 on a scale of 1-Not at all true of me to 6-Very true of me. Ricky's average of 4.57 places him between "Somewhat true of me" and "True of me," indicating that he uses the strategies, but not on a consistent basis.

In his interview, Ricky was describing himself as a learner prior to Club Aspire. He shared, *"I didn't really pay attention that much but, now that I know how to take notes properly and stuff, it helped a lot with the paying attention thing. It's a lot easier."* I was surprised by this quote, as I did not see the connection between note-taking and focus in class, but Ricky said that taking notes allows him to *"Focus on what's the main point of the study that we're doing or whatever we're doing."* Ricky talked about using

Cornell Notes *"a lot for Reading and Math."* Note taking is a self-regulation strategy that falls into the organization category. Since other teachers on campus were using Cornell Notes, I made the decision to teach the students how to use Cornell Notes, which is still a self-regulation, organization strategy. He said before Club Aspire he *"just jotted stuff down. That didn't really help me on tests."* The notes have been important to Ricky because they give him something to work on while the teacher is talking, a focus. He particularly likes the Cornell Notes style because *"it helped me stay organized when I'm writing stuff."* What is more exciting is that Ricky is using his notes to study for his assessments. *"I've been getting more As on tests because I've been studying a lot more and the notes helped a lot with the studying, too. So, I've just been doing better and Reading, especially – I have a B in Reading. I think I had an F or something."* Ricky is attributing his success to his effort, not a perceived inability, which indicates that Ricky has strong self-efficacy. On the CASRQ, his average for *Time and Study Environment* was 4.27, placing him just a bit higher than *Sometimes true of me*. Again, the CASRQ indicates that he not using the strategies as frequently as he reports in his interview.

Self-Regulation

In addition to taking notes, Ricky is using his notes to study. When I asked Ricky to explain what studying looks like he said,

> *"Looking at my notes, reviewing, making a little quiz or finding something on the internet, printing it out, and then I just take a mini-quiz on it. It helps a lot. I take the notes that I have and then I make questions out of them and then I quiz myself without my notes and then I quiz myself with my notes to see how good I did."*

What is most fascinating about this quote is that I had believed that Ricky was not paying attention in class because of his behavior. In the above quote, Ricky has identified learning strategies in the self-regulation categories of rehearsal and metacognitive strategies. While he did not specifically mention that he plans out his study session, clearly the data indicates that he has put thought into a plan of action when it comes to studying.

The strategies he is referring to in his quote are linked back to when I taught Club Aspire how to take Cornell Notes. After learning how to take the notes during class, I taught them what to do with them after class and how to use them for studying, like creating a quiz from them as Ricky mentions in his quote. One piece that is interesting is that later in his interview Ricky said he does not use metacognitive questioning because he does not fully understand it. However, Ricky is using metacognitive strategies as evidenced in the last quote when he says he makes up questions to quiz himself. He knows that the way he is studying is a strategy, he just has not yet realized that some of the strategies he is using are metacognitive strategies.

Table 6 shows Ricky's self-assessment of his own use of self-regulation strategies as identified in the CASRQ.

Table 6

Ricky's Use of Self-Regulation Learning Strategies as Self-Identified in the CASRQ

Self-Regulation Category	September	January
Organization	2.71	4.57
Metacognitive Strategies	2.70	4.00
Peer Learning	4.00	5.00
Time and Study Environment	2.18	4.27
Rehearsal	3.50	4.67
Elaboration	3.25	4.25
Critical Thinking	3.00	4.50
Effort Regulation	3.75	4.75
Help Seeking	3.50	5.00

As shown in Table 6, Ricky increased usage in every self-regulation category from September to January. Ricky's increase of usage from 2.70, untrue of me, to 4.00, somewhat true of me, on *Metacognitive Strategies*, further support that Ricky is utilizing metacognitive learning strategies even though he does not fully understand the concept.

Most Influential Aspect of Club Aspire for Ricky

I asked Ricky what the most important activity was that we did in Club Aspire. *"It's like bell work that we did before. We did the things on the Chromebooks – the goal-setting and stuff. That helped a lot because I'll just think "Oh, yeah, I should be doing this because it's one of my goals." Right before I do something*

like talk or anything during a test or something, I just think "Oh, I shouldn't be doing that because it's one of my goals to not do that." So it helps a lot."

Ricky is using his goals to assist himself in self-regulating his behavior, both at school and at home. The majority of Ricky's goals were about his behavior and his grades. Ricky has indicated that his behavior affects his understanding of the content, and therefore, affecting his grades meaning that Ricky's behavior affects his grades. If Ricky is using goal setting as indicated in his interview, then goal setting is improving Ricky's grades. Ultimately, goal setting is really influencing Ricky's choice of behavior.

The data reveals that co-regulation is an important piece in Club Aspire for Ricky. *"Oh, yeah. Doing it with a partner helps a little bit because then you get what you know and what they know, so it helps."* Despite the fact that Ricky said working with a peer partner helps just "a little bit," Ricky mentioned peer partner work and group work more than anything else from Club Aspire. In further support, Ricky's CASRQ results for *Peer Learning* is at 5.0, indicating that he regularly uses peer learning strategies. Additionally, Ricky had the same average for *Help Seeking*, which could be considered co-regulation, depending on the type of help.

The above quote demonstrates that Ricky was discussing the progress made on his goals with his partner because he said that working with a partner provides their knowledge too. It is the process of co-regulation that Ricky is appreciating. Ricky shared that him and his partner *"were working together and then he didn't really know much about one thing and I knew more about it, so I was helping him with that. And then, earlier that week, …I didn't know something and he did so he helped me with it, so*

working in partners helps." When this quote is examined in conjunction with Ricky's behavior and effort on various activities, it gives strong credence to the assertion that Ricky values co-regulation. He has a desire to work with peers and believes that it benefits him more than working alone. He values the co-regulation because his peers help him fill in the gaps missing within his content knowledge. This also explains why the collaborative group assignments were his favorite, which he claimed in his interview.

> *"It's helped a pretty good amount because whenever we're working on group things, it's easy to work on it because we can all go on the same thing and put comments in, and stuff on how we feel which could also help us out because we might say, "Oh, well, this is that" and another person might be like "Oh, I didn't know that," so then that can help them."*

Ricky has identified co-regulation as way to increase the knowledge of the group. In this example, various students have pieces of the information. Ricky believes that working as a group allows him and the other students to gain the most understanding. During collaborative activities in Club Aspire, Ricky did not always make the best choices in regards to his behavior and staying on task. However, during the collaborative activities, Ricky was less likely to cause disruptions in class. Ricky believes that "being good" in class is *"just sitting there and just being quiet. That's it."* When I probed, Ricky went on to say that teachers consider sitting quietly to be "good" behavior because *"teachers don't really notice that you're not doing work or anything."* There is a clear disconnect between what Ricky perceives as the expectations in class and the type of collaborative activities that Ricky is drawn to in club Aspire and beyond.

Summary

According to the data, Ricky believes that Club Aspire has helped him become a better learner. Ricky is using more strategies to study and is using metacognitive strategies and goal setting to help himself regulate his effort. From the data, it does not appear that Ricky's behavior in class has altered in any way, at least it did not alter throughout the semester in Club Aspire, but with the value Ricky places on co-regulation, it is possible that his behavior might improve, if he were given the opportunity to co-regulate more often.

Bret

Background

Bret is a very quiet young man. He does not often initiate conversation. This is not to say he will not ask questions, but he is more reserved than his peers. He will joke with his friends, but even then, there is an air of quiet about him. This is Bret's first year at Alconbury, which could explain why he is more reserved than his peers; he is still trying to find his place. Almost every morning and afternoon, Bret can be seen playing basketball or football. He has tried out for every sport during the first semester.

Bret comes from a large family. One of his parents is very supportive; the other parent is not involved. The very first time I met Bret and his supportive parent was to discuss his selection for Elevate. Bret had started to respond to me and open up, but his parent started screaming at him in front of the everyone. It was like a switch had been flipped. He instantly shut off and withdrew. The parent has good intentions, but usually

resorts to screaming at Bret. It does not matter who is around. I have never seen Bret be disrespectful to his parents.

Table 7 shows Bret's Benchmark Scores from 2015-2016.

Table 7

Bret's Benchmark Scores 2015-2016

Benchmark*	2015	2016
Reading 1	34%	42%
Reading 2	31%	34%
Math 1	18%	30%
Math 2	29%	31%

Note. Benchmark 1 took place in October for both years. Benchmark 2 took place in March for both years.

Bret was identified for Elevate based on his performance in Reading and Math. As Table 7 shows, Bret's Benchmark scores in Reading and Math are very low and are the primary reason he was selected for Elevate. Despite Bret's 2016 Math and Reading Benchmarks being very low, he did make some growth and at higher grade level standards. When comparing Reading Benchmark 2 in 2015 to Reading Benchmark 2 in 2016, Bret gained 3%. In the area of Math, Bret gained 2% from Benchmark 2 in 2015 to Benchmark 2 in 2016. I would not identify 2% and 3% as significant growth, but he did not lose ground and he was tested on more difficult standards. Bret is currently considered Minimally Proficient by the district. To read Partially Proficient, Bret would need to gain 16% in Reading and 19% in Math.

A weekly agenda item in Club Aspire is for the students to check their grades and identify any missing work. As a result, Bret and I have had many discussion regarding his grades and missing work. Like his Benchmark scores, Bret's grades are low and he struggles to get them higher than an F. Part of the problem is that turning work in on time is a challenge for Bret. This is not because he is refusing to complete work, but because he needs more time and support to complete his assignments than is usually available in most of his classes. During Bret's interview, I asked him to tell me about himself. The first thing he shared was a celebration saying, *"I have nothing missing now and [I'm] getting my grades up."* I would argue that the first piece of information a person shares about themselves, is usually something that is very important to them. Bret shared about his grades and work before sharing anything else, including sports, which he loves. Later in the interview when I asked Bret about his biggest celebration, he said, *"I aced both of my quizzed in Science."* When I asked him why the quizzes were such a big celebration for him he went on to say, *"I was paying attention and I wrote notes and studied."* This quote demonstrates that Bret is attributing his success to his effort. This attribution is important because if Bret believes he is capable, he is likely to use more self-regulation strategies and as a result is more likely to be successful (A. Bandura, 1991a).

Bret has a desire to be more successful at school. Even though it is a challenge for him, he wants to earn higher grades and score higher on his assessments. In his interview, I asked Bret if there was anything that he will continue to work on and he said *"Get higher grades, no more F's or D's for me."* When I asked how he would achieve his

goal, he said, *"Learn and study for tests and quizzes."* When I prodded a little more for specific strategies, he continued with,

> *"Write every question. Take notes on every question. Ask people to study me and say what is the question for this and I guess it and they say wrong or right and then move on to the next question. I will ask them to do that question again so I can get it right and I can get an A for my quiz or test, or at least a B."*

From these quotes, we gain some insight into Bret. First, school is important to him. If school was not a priority for him, he would not care about getting his grades above D's. Second, he is not settling. He wants to grow his achievement and he is willing to work for it. His example of how he might study shows us that he is capable of persevering through a challenge. In fact, he has planned on the challenge and how he is going to work through it, which leads to the third point. Bret is planning self-regulation strategies to use in his studying. While the self-regulation strategies he uses in his example are mostly from the organization self-regulation category, he uses multiple strategies: planning for how he will study, rehearsing and taking notes. What caught my attention was the very last line when Bret says, "or at least a B." Bret backs himself down from A to B. This indicates to me that while Bret has a desire to better his grades, he struggles with his self-efficacy and believing he is capable of achieving an A. As a result, he changed his answer to a B.

At the beginning of the semester, one of our assignments was a "get to know you" activity. One of the questions I had asked in the assignment was "What do you dislike most about school?" Bret said, *"the test we have to do, then you get a bad grade."* When Bret shared this with me, we had only been in school about six weeks. This quote reveals

the struggle Bret has with school. When I read this in his assignment, my heart broke a little because he seems defeated when we were just getting started. To go from an expectation of a bad grade, as in this quote, to believing that the effort he puts in will earn him a better grade is a pretty dramatic shift in how he perceives his abilities at school. While I do not believe that there is enough evidence to support a shit in his perceptions of his abilities, it does speak volumes about his desire for a celebration at school.

Participation in Aspire

Bret attended nine out of ten Club Aspire classes. Earlier, I spoke about how calm Bret seems in comparison to his classmates. Every week when Bret would come in, he would grab his Chromebook and take the same seat, always in the back-right corner. He did not have a high level of engagement. Often is seemed like he was playing games on the Chromebook during class. However, while this was true at times, most of the time I found that he focused on Goals or his grade check. He would not be doing what we were doing as a class, but was still working on a task that was on our agenda.

Bret's did not usually participate out loud in discussions, but when we would collaborate online, he was more active. During his interview, I asked Bret how he felt about the technology. He said, *"Good, because we have like the one from last Thursday, how you become a learner. All of us were like typing."* The example Bret mentioned was a collaborative assignment we were working on in class. As a class, we were working on identifying what makes a learner. We were using Padlet as a platform to pull all of our ideas. Padlet allows all participants to add to the document at the same time. It is like a whiteboard, except each participant is able to type, add pictures, videos, comments…etc.

When I asked why he liked the activity so much Bret went on to say *"I knew what to write down and say. It was competing with other people and which one was better."* First, I found this quote interesting because Bret perceived the task as a competition even though I had designed the activity as a way for participants to help each other build knowledge on our understanding of what makes a learner. However, the idea that the task was competition seems to be a motivation for Bret. What is more interesting is that he reported of this activity in his interview, *"I knew what to write down and say*." In combination with my observations of Bret, I do not believe this comment indicates he was copying other students, but more that he appreciated the modeling being done by his classmates. Thus, analysis indicates that Bret appreciates the guidance and examples his classmates were providing through our collaborative task.

Bret's Perceived Influence of Aspire

During Bret's interview, I asked him if he approached his learning differently since being in Club Aspire. He said, *"Now, because I know what to do more in Club Aspire because you guys taught me more than normal teachers."* He went on to say that *"sometimes people just start talking and he [the teacher] just said it's off task. He talks to that person and why are you not on task and goes on. Then when I come here, you guys know what you are doing."* According to these quotes, Bret values the consistent expectations and planning that he has had in Club Aspire. As a result, he feels like he has learned more as evidenced by his claim that, "*you guys taught me more than normal teachers."*

Most Influential Aspect of Aspire for Bret

I have learned that Bret appreciates the additional support offered by Club Aspire. In addition to the modeling discussed above, Bret mentioned two online intervention programs we have at school. I had asked Bret what he found to be the most important activities in Club Aspire. Confusing our Club Aspire classes with other after school classes, he responded with, *"Tenmarks and Achieve3000"* two times. Tenmarks and Achieve3000 are two online intervention products for Math and Reading. We have never used them in Club Aspire. However, each product has resources for the student, such as tips and videos in Tenmarks or a lower Lexile in Achieve3000. When I consider his quote that referenced modeling above and his insistence that Tenmarks and Achieve3000 were most valuable, I can only conclude that it is the built in supports of these two resources that he values. For example, Tenmarks has tips and videos to help guide the student through uncertainty. When the student gets an answer wrong, the program gives an explanation and shows them how to do it correctly. Modeling is similar in that other students are giving examples of their thoughts and ideas, modeling self-regulation strategies and giving each other feedback. While Bret does not explicitly identify these additional supports as pieces he values, the data indicates that he does value them. Since most teachers are unable to provide such supports without having a one-on-one aid, technology is going to be the most valuable resource to Bret and thus, the most influential aspect of Club Aspire, seems to be the use of technology and collaboration.

The only change Bret identified as a result of his participation in Club Aspire, aside from grades and missing work is an increase in self-regulation learning strategies.

Bret said that since being in Club Aspire he is "*more on task, turning in more work and taking notes and asking questions."* Bret specifically identified the following self-regulation categories: effort regulation, organization and help seeking. Bret took the CASRQ in September and again in January. Brett's self-assessment of his own use of self-regulation strategies as identified in the CASRQ is reported in Table 8.

Table 8

Bret's Use of Self-Regulation Learning Strategies as Self-Identified in the CASRQ

Self-Regulation Category	September	January
Organization	3.71	3.71
Metacognitive Strategies	3.22	3.80
Peer Learning	3.75	3.75
Time and Study Environment	2.64	2.91
Rehearsal	1.33	3.75
Elaboration	1.25	4.25
Critical Thinking	1.25	3.75
Effort Regulation	3.25	4.25
Help Seeking	2.75	3.75

According to Table 8, by the end of the semester, Bret reported using more self-regulation learning strategies in several categories, but the biggest jumps in use were in Elaboration, Rehearsal, Critical Thinking, Effort Regulation and Help Seeking. What is interesting is that in Bret's interview he said that he now used effort regulation,

organization and help seeking strategies more than he did before. His results on the CASRQ support his statement as he reported a lot more usage of effort regulation strategies and help seeking strategies. However, his CASRQ did not support his statement that he is utilizing more organization self-regulation strategies.

Summary

The data did not indicate significant growth for Bret academically. However, his scores did rise minimally. Based on the evidence, the most significant change in Bret was his utilization of self-regulation strategies. By the end of the semester, Bret was using more categories of self-regulation strategies and more frequently. Lastly, the data hints at an increase in Bret's awareness of the amount of effort necessary to be successful academically.

Omar

Background

Omar is a seventh-grade boy who at first impression seems very confident. He has many friends at school and always seems comfortable with his surroundings. He is very respectful toward adults. He never hesitates to say hi when I pass him in the hall. Omar enjoys dancing and he is pretty good. What is more impressive is that he was not shy about showing off his dance abilities like most seventh graders would be shy to do. He loves that his parents are so proud of his dancing, but what he enjoys most is soccer. He plays on club teams and really wants to play professionally. In class, Omar is reserved, which can seem odd when he is confident enough to dance for his peers. He does not talk very much and because he is not one of the disruptive students, he tends to fly under the

radar. However, there was one incident in the last two years that Omar was written a referral for being disruptive, but disruptive behavior is not typical of him.

What I have learned about Omar over the last semester is that despite his confidence outside the classroom, inside the classroom he has very low self-efficacy. In his interview, he shared that, *"in August, I was scared because I thought, "Oh, I'm pretty sure I'm never gonna pass my classes, and I'm probably just never gonna be able to do it."* Omar stated in the quote that he is scared, indicating that Omar has a desire to be successful academically. If Omar did not have a desire to be academically successful, he would not have had anything to be fearful of. Unfortunately, Omar does struggle academically and keeping his grades above an F is a challenge for him. His district benchmark scores over the last two years have been very low; I suspect that both his grades and his assessment scores are influencing his low self-efficacy.

Omar spoke about his parents several times in Club Aspire. Most of the time he would share their displeasure with his grades and that he was grounded. Omar was grounded for the majority of the semester due to his failing grades. Even though there was dissonance between him and his parents, he never spoke ill of them. In fact, Omar shared in his interview that if his soccer career does not work out, he wants to work with his parent. Most often, Omar 's displeasure was placed with one teacher in particular, who he thought was misplacing work. On several occasions, when we were doing grade checks, he would go from his normal calm and cool to hands thrown in the air and voice raised. Then he would complain about having turned work in and the teacher not grading

it or marking it as missing. For Omar, his grades are a huge deal because he is grounded if he does not meet his parents' expectations.

Participation in Aspire

Omar was one of the few students who chose to be in Club Aspire; he was not just pushed into it by his parents. He attended all 12 Club Aspire meetings this past semester. From day one, Omar came to class with a great attitude and fully participated. The day after our first class, when I was passing him in the hallway, he expressed how much he enjoyed class. The only time that participation was an issue with Omar was after doing grade checks. When he felt that his teacher had mishandled his work and, as a result, his grade was an F, he would shut down. It was as if someone flipped a switch. He could go from being happy and participating to outright pouting, hunched shoulders and refusing to participate. His actions were disruptive to the other students, but more like a retreat into himself. He would become very quiet, put his head down, either on the desk or in front of it and would not engage with his partner or the class. This occurred three out of the twelve classes.

When Omar is confident in what he is doing, his engagement is very different than when he is challenged. When Omar is confident he will ask questions, give ideas, participates in discussions and completes the task. When Omar is challenged, he does a similar retreat to what was described above. He is not disrespectful. It is more like he is trying to hide. One example is when we were discussing metacognitive strategies. Omar was struggling with understanding what metacognition was. Part of our activity was to write down, in their own words, what they thought metacognitive strategies were. There

was no expectation of accuracy, as this was our first discussion and it is a difficult concept to grasp. The task was not for a grade and they were not turning it in. The whole purpose was to give them a moment to create their own understanding of metacognition. Omar could not bring himself to write anything down. He sat, thinking for a long time. I tried to guide him and help him get started, but he was unwilling to commit anything to paper because he did not understand it. Evidence indicates that Omar is scared to make a mistake. When he does not have full understanding of the concept, he is unwilling to complete the task. When examined in conjunction with his missing work, grades and benchmark scores, his academic achievement makes sense. He will not complete assignments if he does not fully understand them. As a result, Omar does not end up practicing the skill or receiving feedback on misconceptions and mistakes. Thus, his class assessment scores come back low because he never has a chance to correct his mistakes or misconceptions, leading to low benchmark scores because he never learned the concept.

Throughout the semester, missing work was a problem for Omar. He attended the school-wide assignment make-up time in the cafeteria every Friday because of his missing work. Each week in Club Aspire we would review grades and any missing work. Without fail, Omar had missing assignments each week. He would craft a plan for how he was going to make-up the work and every week, he would start the process over. Each week, I would check in with Omar and he would agree that he needs to stay on top of his work, but generally, nothing changed. In his interview, Omar described himself as a student in the future. He said he *"would probably be someone who just really wants to*

not really mess around anymore, who just wants to sit down, take notes, listen, and know or understand the problems." When I probed further he said that he *"would have to just focus on the work more, and just start getting it done."* He knows that not completing his work is holding him back, but there is no evidence that any of his habits changed throughout the semester. As a result, his grades and district Benchmark assessment scores continue to be low.

Table 9

Omar 's Benchmark Scores 2015-2016

Benchmark*	2015	2016
Reading 1	63%	27%
Reading 2	49%	30%
Math 1	51%	30%
Math 2	53%	31%

Note. Benchmark 1 took place in October, both years. Benchmark 2 took place in March, both years.

Table 9 shows all of Omar 's benchmark scores from the last year. Benchmark 1 only covers the first quarter standards, while Benchmark 2 covers the standards for the entire year. Omar was selected for Elevate partially based on his Benchmark scores from 2015. The Benchmark assessment in 2015 covered standards from sixth grade and the Benchmark in 2016 covered seventh grade standards. The tests are not comparable because they cover different content, however, Omar 's achievement, when looking only at Benchmark 2, dropped by 19% in Reading and 22% in Math.

Omar 's Perceived Influence of Aspire

"I just really felt like I couldn't do it [pass my classes] until I went to Club Aspire." Omar is attributing a lot to Club Aspire. When Omar shared the quote, he knew he wasn't passing all of his classes, but he "felt" like he could. In the sections above, I have repeatedly discussed Omar 's confidence in his abilities and the quote indicates that his self-efficacy is starting to shift, but when analyzed in conjunction with other data, such as his unwillingness to commit uncertain answers to paper, the increase in self-efficacy is new and I suspect easily shattered.

One of the challenges Omar identified, and I have observed, is his difficulty retaining information after class is over. For example, in his interview he spoke about the notes that his math teacher gives him for the purpose of studying at home, *"but it's kinda confusing because on the next day, I'm like, "oh my gosh, what do I do."* Notes given to Omar were not helping him retain information. One of the self-regulation strategies we worked on during Club Aspire was notetaking. In his interview, Omar said, *"taking notes, it's really good, and then understanding it."* Omar needed to become engaged with the material to start to understand it, however, Omar admits that he still does not use his notes outside of class and in conjunction with not completing his classwork or homework, it could explain why his grades and scores are so low.

> *"It [Club Aspire] helped me plan what I was gonna do in the future before I did it, so I knew where I was gonna have my plan for the next week. Am I gonna catch up with all my missing assignments? Am I gonna try to redo these tests?"*

As evidence by this quote, Omar was invested every week when we checked grades, set goals and crafted our plans for success and based on the quote from his interview, he feels more successful and is giving credit to Club Aspire. Even though Omar fully participated in the process, there is no evidence to confirm that he utilized any of the plans or was influenced to complete his work, which is why I say Omar "feels" more successful. The data confirms that academically, he was not more successful as a result of his participation in Club Aspire. Self-efficacy however, is much more difficult to observe. While Omar is not growing academically, he is feeling more confident, which could lead to him taking more initiative and eventually impacting his academic achievement, positively.

Self-Regulation

Taking notes is only one of the strategies that Omar identified as using since attending Club Aspire. Omar also identified strategies that fall into metacognitive learning strategies, organization, and rehearsal. For instance, in his interview, Omar told me about using metacognitive strategies to help him plan a project for Language Arts. Omar talked about the questions he asked himself and the approach he was going to take, but he did not identify them as metacognitive strategies. He knows what he is doing is a strategy, but cannot name it. The rehearsal strategy that Omar identified was rereading. One piece that was interesting was that Omar said he has been using annotation, but when I asked him to describe to me he said, *"I have to answer a lot of questions, I only skim through a little bit, then I'll look at the main ideas of what it's mainly about. Then I can*

highlight it, and then I can use it to answer a question." What he described is not annotation. They are strategies, but not the strategies Omar thinks he is doing.

Table 10 shows Omar's self-assessment of his own use of self-regulation strategies as identified in the CASRQ.

Table 10

Omar's Use of Self-Regulation Learning Strategies as Self-Identified in the CASRQ

Self-Regulation Category	September	January
Organization	2.71	5.00
Metacognitive Strategies	2.90	4.10
Peer Learning	3.50	3.00
Time and Study Environment	3.45	5.18
Rehearsal	2.33	3.00
Elaboration	3.75	3.75
Critical Thinking	4.25	3.75
Effort Regulation	4.00	4.25
Help Seeking	4.25	3.25

Table 10 further supports that Omar is using more *Metacognitive Strategies* since the start of September. Omar's use of strategies went up in every category except *Peer Learning*, *Critical Thinking* and *Help Seeking*. The categories that he shows the most

increase in usage is *Organization*, *Metacognitive Strategies*, and *Time and Study Environment*.

Most influential Aspect of Aspire for Omar: Co-Regulation and Modeling

The most influential aspect of Club Aspire for Omar was co-regulation and modeling. In his interview, I asked Omar about working as a team and he said, "*It's helped me to see that other people struggle too, so then they get the help that they need, and so do I. Then, I can see other people improving, and then it helps me seeing that other people improve, so that improves me a lot more."* In this interview quote, Omar is describing his peers modeling how to work through or persevere through a challenge. What is interesting though is when he said, "other people struggle too," indicating that Omar believed he was the only student who has difficulties at school. His belief that he was the only one struggling has likely played a role in his low his self-efficacy. Seeing his peers working through challenges seems to his increase his self-efficacy.

I stated earlier that Omar was fully engaged in the goal setting reviewing and planning process during each Club Aspire meeting. Omar worked with the same peer partner the entire semester. Omar and his peer partner held each other accountable. *"He told me every time if I don't get a goal, if I don't get it, if I don't reach it, he'll tell me."* Omar was comfortable enough with his partner that discussing failures was not a problem. Co-regulating together was motivating for Omar, to the point he was willing to try new strategies. *"I can see what kinda goals he has, and he has all straight A's and I've tried to see if I can do other goals, kind of like his, and they've actually helped me a little bit."* In combination with other data, this quote is evidence of the influence that the

co-regulation with his peer partner was influencing Omar 's goal setting. The modeling that Omar 's partner did to demonstrate how to write a goal and the effort that is needed to be successful with it.

What impacted Omar the most was working with a peer partner. I asked him to think about the goal process in class and if he thought it would have been as meaningful if he had worked by himself. He said, *"No, it would probably just make me go down because then I think, "Oh gosh, I didn't do my goal. I'm probably not gonna ever pass that class because I never passed it, so I might as well just give up now."* When I pushed a little more in the interview and asked him if he would have been able to motivate himself without a peer partner he responded, *"Well, it's me, so I don't really think so because without someone telling me, 'Oh, no, you can do it, you just gotta focus on other things, do one thing and you can go onto the next."* Omar 's peer partner was not just co-regulating with him on crafting the goals, but on his effort regulation. Omar 's self-efficacy is still very low and he does not believe he is capable of succeeding without the close support he has received from his peer partner.

Summary

Omar did not show any academic growth between the 2015 Benchmark 2 to the 2016 Benchmark 2 in Reading or Math, but the data analysis has revealed very low self-efficacy. While self-efficacy was not the primary purpose or focus of this study or Club Aspire, it is clearly a needed one. Omar 's low self-efficacy is more concerning to me than his academics because without the support he currently has, I suspect he will walk away from future challenges. The academic content he will be presented with is only

going to increase in difficulty. When Omar transitions to high school, he must be willing to take the risks academically in order to grow, but risk taking is unlikely to occur with his current level of efficacy.

Chad

Background

Chad is a bright young man. He is in 7th grade and Chad has a huge personality. He is happy, loud and energetic and loves attention. Chad can often be found in the center of a group of people. If he could, Chad would play football or basketball all day and usually carries a football or basketball around. He walks his sibling to and from school every day and two out the three school days he walks other younger children home. When he picks his sibling up from his class, he checks in with the teacher to see how his sibling did, this is Chad's responsible side. Chad's personality is like two sides of a coin. One side is as I just described above: happy, responsible, energetic, but the other side is challenging. Chad can be extremely difficult when he does not get his way, which leads to him to being disrespectful and disruptive. I am not the only class he has this issue in, as Chad's referral from last year and this year was written for being disrespectful and disruptive.

Chad comes from a family with two supportive parents. Both his parents have been involved at school. His parents believe Chad is capable of being successful academically and with his behavior. In separate meetings with Chad's parents, both shared that they have completed graduate school and expect Chad to go to college. When I have observed Chad with his parents he is very respectful and his behavior is calm.

Chad is proud of his parent and shared on several occasions with me, as we were walking to the Club Aspire classroom, that his parent is working hard on completing their graduate degree. When it was time for his parent's graduation he shared with the entire class that his family wase coming to town to celebrate his parent's graduation. Chad was on cloud nine. The next week Chad looked upset. When I asked him what was wrong he shared that his family had to go home. This indicates that Chad values his family.

Chad was identified for Elevate in the area of Reading. Table 11 shows all of Chad's benchmark scores from the last year. Benchmark 1 and 2 are given in Reading and Math. However, Benchmark 1 only covers first quarter standard while Benchmark 2 covers standards for the entire year.

Table 11

Chad's Benchmark Scores 2015-2016

Benchmark*	2015	2016
Reading 1	59%	42%
Reading 2	56%	48%
Math 1	69%	48%
Math 2	56%	40%

Note. Benchmark 1 took place in October, both years. Benchmark 2 took place in March, both years.

For Chad, 2015 Benchmark covered sixth grade standards while Benchmark 2 covered seventh grade standards. It is unclear to me why Chad was selected only for Reading when his Benchmark 2 scores were the same in Math. I suspect that his higher

Benchmark 1 score in Math is why the teachers only identified him for Reading. Sadly, Chad's Benchmark 2 scores dropped 8% in Reading and 16% in Math.

Participation in Aspire

Chad attended 11 out of 12 Club Aspire classes. On the first day of class when Chad realized that we were going to work on technology, he became very enthusiastic. He expressed multiple times throughout the first class how excited he was to use Chromebooks and that the Chromebooks make learning more fun. In fact, the next day when I saw Chad in the hallway he asked if we were going to use Chromebooks again. When I told him that we were probably using Chromebooks every class, he again expressed how excited he was about using them and how fun they are to use. He also expressed that he was really looking forward to the next Club Aspire class.

In Chad's interview, he continued to share how much he enjoyed using Chromebooks. He claimed that using technology helped him focus more on the lesson because the technology *"made it funner"* and that he does not *"just drift off"* when technology is part of the lesson. Chad believes that integrating technology into lessons helps him learn better. *"I just can't sit there and learn without it being something interesting. It [technology] made it interesting, which made me learn better."* Chad claimed that the technology helped him focus and it was the increased focus that helped him learn. However, my observations do not support Chad's self-assessment.

We used Chromebooks in every Club Aspire class and in every Club Aspire class, I had to redirect Chad because he was not focused when using the technology. For example, when we were using Realtime Board, an online collaborative whiteboard, for

one of our lessons, instead of contributing to our knowledge of collaboration, Chad started adding silly comments to our work and playing with the font and tools. I had already given the class time to try out the program, but Chad continued to play. He did participate in the lesson, but not fully focused and needing frequent redirections. Another example, from later in the semester, is when Chad was supposed to be discussing metacognitive questioning with the class. Instead of participating in the discussion, he kept trying to get onto the Chromebook to check grades, to go on YouTube and to search on Google. I redirected him twice and the third time I took the Chromebook.

What is interesting is that there were other times where Chad was participating, but not necessarily focused in the way I expected. During the first metacognitive questioning lesson, I was giving direct instruction. Chad was still unsure of what metacognition was. He ended up looking up the definition of metacognition. In this case, Chad was not focused on the task we were doing as a class, but he did use the technology in an appropriate way, one in which increased the knowledge of the class. However, more often than not, I would find myself redirecting Chad to stay off of YouTube and Google. What I found was that Chad would roam the internet when he was upset about something or when he did not like the task we were doing.

In class I used tickets to recognize the "good" behavior I wanted to encourage from the students. The tickets could them be used at our class store for chips or Gatorade, put into the drawing for a gift card or into the pizza bucket, which when filled would earn the class a pizza party. I gave tickets for coming to class on time, participating, staying focused, doing best work, asking questions, etc. Chad would participate in the lessons,

but he would frequently disrupt class by making inappropriate comments, constant talking, getting up, out of his seat and roaming the room. I would give tickets to students who were participating appropriately. When a class mate earned a ticket and Chad did not, he would start to pout. Sometimes, his behavior would deteriorate to the point that Chad would refuse to participate or refuse to sit with the class. For the most part, the rest of the class would ignore his behavior when we were in the middle of a lesson, but Chad was still disruptive and his behavior did wear on the rest of the class members. There was one class meeting where one of Chad's peer partners, Katelyn, corrected his behavior. Chad was off task on the Chromebook and she reminded him that he was supposed to be working on goals with her. I waited to step in to see if Chad would make an adjustment. When he did not, Katelyn redirected him again and I stepped in. Chad called her a "snitch" and we had to have a conversation about being respectful, our purpose and expectations. He refused to sit next to Katelyn after the conversation and would not participate. During another class, Chad was upset because I had to take his football and as a result, was acting out in class. One of his classmates directed a comment towards Chad about "not acting like an idiot." While these are only two examples, it became clear as the semester went on, that Chad's class mates were losing patience with him. Unfortunately, my observations during the school day also indicate that the teacher had lost patience with him as well. As the semester went, Chad frequently kicked out of class. By December, I expected to see Chad in the hallway because his teacher had asked him to leave.

In his interview, Chad shared that in August he *"used to be always a disruption."* When I asked him to describe what being a disruption looked like he said, *"Goofy, talkative, obnoxious. I'd have a lot of energy, and disruptive. Extremely disruptive."* What is interesting about these quotes is that Chad's use of past tense reveals that he believes that he is no longer disruptive. However, the consistent manner with which he was kicked out of class is completely contradictory to his self-assessment. Within Club Aspire, I saw a deterioration in his behavior as the semester went, not an improvement. The decline started during our October 11 class. We played a game to demonstrate the importance of organization. Each time Chad lost a round, his behavior became more and more sour and disrespectful towards the class. For instance, made comments like *"this is dumb"* and *"he's cheating."* Interestingly, when Chad won a round, he did a lot of celebrating and as long as he won, the game was not "dumb." It was the following week that I introduced the tickets and saw a similar behavior. When he did not earn a ticket, especially when others had, his behavior would decline. By the end of the semester, Chad refused to work with a partner and I had to make multiple phone calls home due to his disrespectful behavior.

What is interesting about Chad's behavior is that he does not take ownership of the behavior he chooses. Even though I saw a deterioration in behavior as the semester went on, Chad said, *"I've changed as a person. I've become more respectful."* I was surprised with his self-assessment, so I asked who he is more respectful to. He went onto say, *"My teachers."* I then asked what being respectful to his teachers looked like, he said, *"I don't talk out loud."* I thought that was an interesting response because in my

classroom, I want the students to talk, but we were learning how to stay on topic when we were talking. I rarely had a problem with Chad talking, but frequently had a problem with him talking back when he was redirected or when he was talking off-topic. Chad is starting to identify his behavior as a problem. *"If I talk out loud or something, that's disrupting me and others from learning. If I talk or if she sends me out, I'll miss out what I'm learning."* According to this quote, Chad is aware that there is a problem with being sent out, but based on his previous quotes, he does not fully grasp why his behavior is disrespectful and disruptive. I had the opportunity to observe in the classroom he is referring to above. Discussions were commonplace in the classroom. The problem I observed with Chad's behavior was in the manner he would respond to the teacher or how he would walk around the class or when he would try to be the center of attention. When Chad would respond to a directive he had no interest in, he will respond with an attitude. It is not his words, but the tone and body language he responds with. One final comment I found interesting is when Chad was talking about his plan to stay focused on learning in class and he said *"Try not to talk to my friends as much"*. I asked him what he was going to do to help himself with that, he said, *"Try not to talk them."* When I asked how he said, *"Tell them to stop talking to me because I need to learn."* I found the quote interesting because it is evidence of Chad not taking ownership for his own choices. "Tell them to stop talking" is evidence that Chad believes it is their behavior that is the problem, even though originally, he said he was going to "try not to talk to my friends as much." He started to take ownership, but then switched it to his behavior being a result of his friends, making the lack of focus, not his responsibility.

Part of my job is to assist with students who are being disruptive in class. I was called to classes on multiple occasions for Chad. Every time I would ask him happened, he would respond with *"nothin', I was just…and she…"* What I learned was that Chad was unable to take ownership for his behavior, in the moment. If we were able to have a conversation the next day, he would be more reflective, but usually did not take full ownership. In fact, he would not apologies for his behavior, until one of his parents was called and then he would be very respectful for a short time, but often, his undesired behavior would return by the next day. Later in Chad's interview I had asked him if school was a priority for him in August. He said, *"Yes, but not as much as it is now."* He went on to say,

> *"Now I understand why teachers tell me to do something and tell me to do it over and over again because they care about me, and they care about my future and stuff. Then now, since people did that more, now I understand."*

Based on this quote, Chad has started to understand that teachers are not just picking on him. I cannot speak for his other teachers, but I shared with him many times that I have a desire for him to succeed, which is why I remind him of the expectations over and over and correct his behavior every time it needs it. While I had shared this with Chad on many occasions, I do not think it really sunk in, until I shared it with him again, in front of his parents. I say this because Chad's behavior was more controlled following the conversation with parents and he was more respectful. He even responded with "Yes, Ma'am" and "No Ma'am."

Due to Chad's desire to receive praise and attention, the evidence points to desire to be successful at school. I asked Chad if he was going to continue to work on anything and he said, "Try not to talk as much and be disruptive." When I asked about him as a learner in high school he said, *"smart, respectful responsible, safe, smart. Did I say smart?"* and then shifted it to *"smart, social and friendly."* This quote is evidence that Chad has a desire for others to see him as smart because he said it so many times and in his final answer smart was included with social and friendly. He wants other people to see his value.

Chad's Perceived Influence of Aspire

Aside from his behavior, there is very little that Chad attributes to Club Aspire. However, he did identify a few strategies that he uses now, that he did not use prior to Club Aspire. They are highlighting, outlining, taking notes, double checking his work and being more organized. In one of our assignments, Chad said that he took notes and that taking notes is easier since we learned about them in Club Aspire, but he does not use them to study. In his interview, Chad said, *"Yeah, I take notes,"* but when I asked if he uses them outside of class he said, *"Sometimes we study, but I don't study, I just know."* Even though Chad reported using strategies in class, his assignments from Club Aspire and interview indicate he is not using them often. The last quote reveals that Chad is very confident in his abilities. He took the notes, but he did not use them to study because once he takes the notes he just knows the information. However, when I compare Chad's belief that he knows the information to his Benchmark assessment scores in Table 12, it is clear that Chad does not know the information as well as he thinks.

Table 12

Chad's Use of Self-Regulation Learning Strategies as Self-Identified in the CASRQ

Self-Regulation Category	September	January
Organization	4.67	5.00
Metacognitive Strategies	3.60	4.20
Peer Learning	4.50	4.75
Time and Study Environment	3.90	4.00
Rehearsal	5.33	4.67
Elaboration	4.75	4.00
Critical Thinking	4.5	4.25
Effort Regulation	3.00	3.75
Help Seeking	4.67	4.75

Table 12 shows Chad's self-assessment of his own use of self-regulation strategies as identified in the CASRQ. Chad increased usage in every self-regulation category except *Rehearsal, Elaboration* and *Critical Thinking*. *Elaboration* and *Critical Thinking* stayed within the "Somewhat true of me" range, while *Rehearsal* dropped from "True of me" to "Somewhat true of me." However, in his interview Chad was clear that he did not need to study at home because once he took notes, he had the information down.

Chad spent a lot of time in his interview talking about growth he has experienced in his behavior and the impact the technology had on his learning. Chad also shared his feelings on peer partners and co-regulating. Chad said that co-regulating with the class *"helped me cooperate with others better and not just be the center of attention."* In this case, Chad is attributing growth in his behavior, or at least position in the class to the modeling that he sees from his peers. Chad went on to say, *"It [collaboration] showed me what other people need to work on and how I could learn from their experience."* This quote is fascinating to me because he does not reflect on himself, he identified that "other people need to work on" stuff, indicating that he has nothing to work on. This quote reminds me of the comment Chad made about not needing to study his notes because he just knew the information. There is nothing he needs to work on, he is perfect. At the end of the quote he takes it back to himself. *"how I could learn from their experience."* It almost feels as though he does not believe he has opportunities to learn from his own experience or for others to learn from his gaps. There is no give and take on the collaborative learning, just him learning from their mistakes.

Chad did not have a consistent peer partner, partially because there were not enough students with consistent attendance, but also because he chose to work by himself towards the end of the semester. In his interview, Chad said that having a peer partner *"showed me how to keep track, and I can learn how to help others better."* Again, he is speaking to his peers needs for assistance, rather than his own. When I asked specifically about the partner he worked with the most, Katelyn, he said, *"She told me that you need*

to do this before you can do this, and yea." The tone of this quote hints at Chad's displeasure of being told what to do.

What I find most interesting about Chad is that all of the data previously discussed indicates that Chad really struggles with self-reflection, specifically when he is to examine a gap in his learning or behavior. This is seen in his behavior and his quotes about collaboration and studying. Additionally, when I examined his goal sheet, Chad struggled with reflection there too. Of the six goals that Chad wrote only two have some reflection, but the reflections are just a couple of words, not really a reflection.

According to the data, Chad was not affected by Club Aspire. His behavior did not change, even though he indicated it had. He had a referral for the behavior and I had to call parents multiple times regarding his disruptive and disrespectful behavior. There is no evidence that he used self-regulation learning strategies any more after attending Club Aspire than he had previously. His Benchmark shows that he lost ground on the number of standards he understood between sixth grade and seventh grade and the number of missing assignments he had, increased as the semester went on. Chad claimed that technology helped him learn better, but he had to be frequently redirected and again, his Benchmarks scores did not support his claim of better learning. Sadly, the data indicates that Club Aspire was not beneficial for Chad.

Club Aspire Comparative Case Study

Teaching is a complicated task. In order to be effective, teachers must consider the individual student and the class as a whole. As stated in the methods section, during analysis I examined data by student and then across all study participants the Club Aspire

program. The purpose of the program innovation is to reach and help as many students as possible. Thus, in order to know how effective Club Aspire was, I need to look at both the individual student and the program as a whole. In the first section of this report of study results I concentrated on describing how Club Aspire affected the six individual focal students' academic success (research question 3), how each of those six individuals perceived the impact of Club Aspire on their self-regulation and themselves as learners (research question 2), and what each perceived as the most influential elements of Club Aspire (research question 3). In this section, in order to understand the influence of Club Aspire across the program as a whole, I first report on a cross-case comparison of the focal students, identifying two key issues important in differentiating the relative influence of Club Aspire among the focal students. I then compare the Club Aspire participants to a group of non-intervention students in order to determine whether any seeming influence of Club Aspire on students' academic success (research question 3) was due to maturation.

Comparing Across Focal Students

Looking across findings related to each individual focal student, I next looked across their individual case studies in order to identify the most influential elements of Club Aspire in an effort to answer RQ 3: What do middle school Elevate students perceive as the most influential elements of Club Aspire? Analysis indicated two issues as important in differentiating the relative influence of Club Aspire among focal students. First, the focal students differed in the consistency with which they had a peer partner in

Club Aspire classes, ranging from no consistent peer partner to working with the same partner every class meeting.

Focal students also differed in the level of their buy-in to Club Aspire. For the purpose of this study, buy-in is defined as acceptance and taking ownership. When a student has buy-in, often their acceptance is evident in their attitude. For Club Aspire students, many were reluctant to attend Club Aspire, but did so in response to pressure from their parents and fear of repercussions of being identified for Elevate. Students who buy-in come to class with a more accepting attitude, a willingness to try new things, fully engaging in class and a desire to take ownership. Students who demonstrated buy-in to Club Aspire came to class with a more accepting attitude, were more engaged, willing to take a risk, try new strategies, and invest themselves by fulling engaging in class. Buy-in is not all or nothing. Students who buy-in take ownership; they are not just part of the class, but it is their class. There are degrees of buy-in ranging from no buy-in to buy-in before the first class. Students with no buy-in were often distracted in class, may be off task, would exhibit a lack of motivation and did not fully invest themselves to the process. Bad behavior and no buy-in are not the same thing. A student does not have to be disruptive to not buy-in; however, it is a possibility. The strength of buy-in and the consistency with which the students had a peer partner are not elements identified by the students, rather a demographic identified by me. Through the use of buy-in and peer partner as demographic elements, I was able to identify the students' perceptions and answer the research questions more accurately.

Figure 1 represents the consistency with which each student had a peer partner and the degree to which they bought into Club Aspire. As seen in Figure 1, each student fell into either quadrant 1, 2, 3 or 4. Quadrant 1 represents students with a consistent peer partner and stronger buy-in to Club Aspire. Quadrant 2 represents students who had a consistent peer partner, but little buy-in. Quadrant 3 represents students who did not have a consistent peer partner, but had stronger buy-in to Club Aspire and Quadrant 4 represents students who did not have a peer partner or buy-in to Club Aspire.

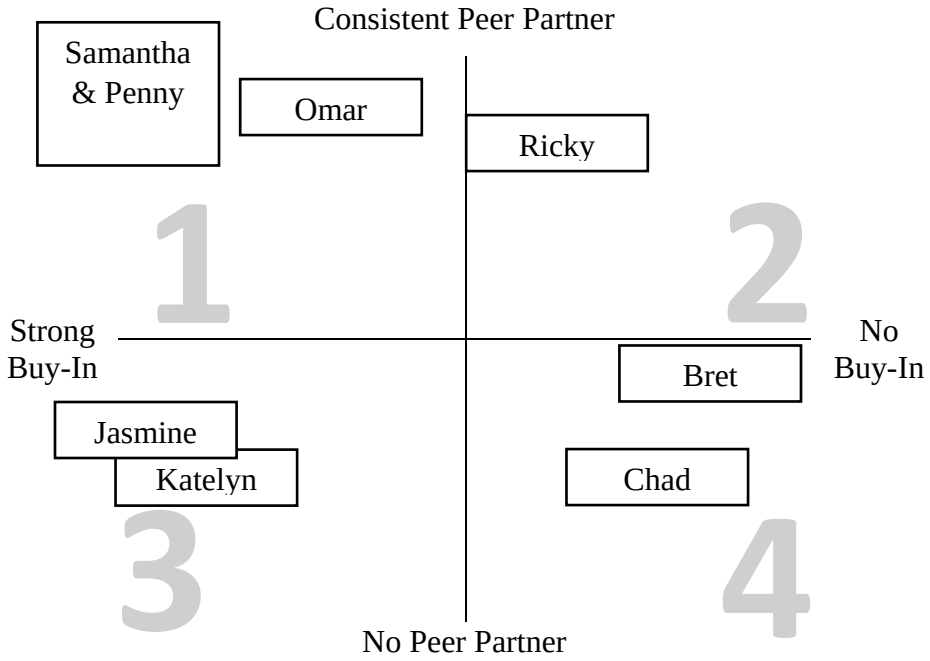

Figure 1. Intervention students' peer partner consistency and strength of buy-in.

Peer partner attendance is one piece that students were influenced by, but had no control over. Students from Quadrant 3 and 4, may have had consistent attendance, but their peer partner did not or their peer partner joined Club Aspire late. As a result,

Quadrant 3 and 4 students had to work with various "fill in" partners in their absence. I represent this in the figure through placement on the Y axis; the more consistency a student had with their partner, the higher they are placed on the Y axis. Likewise, students who are further left on the X axis had stronger buy-in to Club Aspire. For example, in quadrant 1 there are three students, Samantha, Penny and Omar. Samantha and Penny were consistent peer partners, as neither were absent the entire semester, and they had really strong buy-in from the beginning of the semester. However, Omar had a consistent peer partner, due to some absences, he could not always work with that partner. Additionally, Omar did not have as much buy-in from the beginning as Samantha and Penny did. Jasmine has been included in this representation because once she started attending Club Aspire, she firmly falls into Quadrant 3. However, since she attended less than 40% of classes, due to starting in November, I did not include her in calculations as an intervention student. Going forward, I will be referring back to the Quadrants and how students compared between each Quadrant.

Quadrant 1

As discussed in their individual case studies, Quadrant 1 students value co-regulation. Each of them discussed how meaningful it was to work with their peer partner and that they continued to co-regulate with their peer partner outside of class. As I quoted earlier, Omar said goal setting would not have been as effective without his peer partner because he would not have had the model, which helped motivate him. Samantha said that helping her partner keep track of her goal, reminded her of her own goal, in essence, helping her partner was helping herself. Penny said that the most valuable piece of Club

Aspire was co-regulating. It is evident from the summaries of the individual case studies that Quadrant 1 students did not just value the co-regulation within Club Aspire, but they continued to co-regulate outside the classroom. Combined, Quadrant 1 students mentioned co-regulation, peer partners and collaboration positively more than sixteen times.

Table 13

Self-Regulation Usage by Quadrant as Reported in the CASRQ January Administration

Self-Regulation Category	Quadrant 1 (n=3) M (SD)	Quadrant 2 (n=1) M	Quadrant 3 (n=2) M (SD)	Quadrant 4 (n=2) M (SD)
Organization	5.09 (0.58)	4.57	3.50 (1.11)	4.36 (0.91)
Metacognitive Strategies	4.30 (0.50)	4.10	4.10 (0.14)	4.00 (0.28)
Peer Learning	5.25 (1.32)	5.00	4.38 (0.17)	4.25 (0.71)
Time and Study Environment	5.03 (4.82)	4.27	4.23 (0.06)	3.45 (0.77)
Rehearsal	4.63 (0.76)	4.50	3.75 (0.35)	4.00 (0.94)
Elaboration	4.25 (1.04)	4.25	3.38 (1.24)	4.13 (0.18)
Critical Thinking	4.50 (0.66)	4.50	4.25 (0.35)	4.00 (0.35)
Effort Regulation	4.67 (0.72)	4.75	4.75 (0.71)	4.00 (0.35)
Help Seeking	5.50 (1.40)	5.00	3.88 (0.53)	4.25 (0.71)

As seen in Table 13, students in Quadrant 1 indicated that they used Peer Learning self-regulation strategies at a mean of 5.25, which falls between “True of me”

and “Very true of me.” By comparison, the mean of students in Quadrant 4 was 4.25, placing them between “Somewhat untrue of me” and “True of me.” Although this difference is descriptive rather than inferential, here is a clear difference in use. Quadrant 1 students are using Peer Learning strategies more frequently than Quadrant 4 students. What is also interesting is that Peer Learning is Quadrant 1’s second highest used self-regulation strategy. Quadrant 1 students identified using *Help Seeking* strategies more often than *Peer Learning* strategies. However, part of *Help Seeking* strategies is seeking help from peers. Thus, the CASRQ data supports the interview data that the Quadrant 1 students value co-regulation strategies more than all other Quadrants. Additionally, co-regulating does not only occur between peers. *Help Seeking* self-regulation strategies include co-regulating with adults and students. and thus, the two highest self-regulation strategy categories identified by the Quadrant 1 students is Peer Learning and Help Seeking.

Students in Quadrant 1 bought into Club Aspire from the very beginning. Before starting Club Aspire, I met with every Elevate student on our campus. The most important part of the meeting was when the student chose the supports they felt would benefit them the most. Quadrant 1 students and parents chose Club Aspire as part of their supports. They chose Club Aspire, they were not forced into it. Quadrant 1 students came to every class with a good attitude and participated appropriately the entire class. With the exception of getting frustrated with grades, behavior was not an issue with any of the Quadrant 1 students. More importantly, Quadrant 1 students did not separate their personal life from Club Aspire or their “regular” classes from Club Aspire. Quadrant 1

students made connections between what we were learning in Club Aspire to their personal lives, like Samantha identifying her parent as her peer partner. Quadrant 1 students perceived that they transferred the knowledge gained in Club Aspire to their other classes. For example, utilizing more self-regulation learning strategies, as evidenced by the increase in reported strategies in the CASRQ, their interviews and class work.

When examining Table 13, I found that Quadrant 1 students used each category of self-regulation strategies more often than any other Quadrant. This holds true for all self-regulation categories except *Effort Regulation*. I suspect that Quadrant 1 students use fewer *Effort Regulation* strategies relative to their peers first, because they have fewer behavior problems than students in the other Quadrants and second, because Quadrant 1 students have already bought into Club Aspire. As a result, Quadrant 1 students are using other strategies to help them learn, rather than to just regulate their behavior. Lastly, Quadrant 1 students continued to value their peer partner and co-regulated outside of Club Aspire, hence the higher Mean for *Peer Learning* and *Help Seeking* on the CASRQ.

Quadrant 2

Like Quadrant 1 students, the student in Quadrant 2 (Ricky) values co-regulation. However, according to Ricky's interview, the co-regulation practiced in Club Aspire did not transfer to classes or other areas outside of Club Aspire. Evidence supporting the lack of transfer is found in the examples I quoted in his Case Study. Within Club Aspire, Ricky values co-regulation because of the various perspectives, thoughts and ideas contributed by other students. However, analysis failed to identify evidence that Ricky

transferred the co-regulation outside of Club Aspire. Nonetheless, Table 13 indicates that Ricky's most often used self-regulation strategies are Peer Learning and Help Seeking, but at a slightly less frequency than Quadrant 1 students, which is to be expected since he did not continue working with his peer partner outside of Club Aspire.

The biggest difference between Quadrant 1 and Quadrant 2 is the level of buy-in the students had in Club Aspire. This is supported by several data points. First, Ricky was hesitant to join Club Aspire. His parents were adamant that Ricky should be in every available support. Second, Ricky's behavior was an issue from day when. He was very disruptive, argumentative and frequently off task. When I contacted Ricky's parents regarding his poor choices in class, I was asked not to let Ricky know that he could lose his spot in Club Aspire because he did not want to attend. Third, Ricky did not take ownership in class. He did not participate in setting-up, cleaning-up or in the activities that we did. His refusal to follow directions led to him dropping a Chromebook. If Ricky had bought-in to Club Aspire, he would have exhibited the same behavior I observed when he was with his family or at football. Lastly, Ricky did not integrate his personal life into Club Aspire and it was rare for him to discuss any of his "regular" classes. In support of his interview, Ricky's results of the CASRQ indicate that he is using fewer strategies than Quadrant 1 students, which I would argue is evidence of his lack of buy-in. He did not take the strategies seriously in Club Aspire and as a result, does not use them as much as he would have, if he had bought-in to Club Aspire.

Quadrant 3

Quadrant 3 students had no consistent peer partner, but had buy-in. Jasmine and Katelyn make up Quadrant 3 and were not focal students because they did not meet the selection criteria. Jasmine did not have a consistent peer partner because she did not join Club Aspire until November and as a result only attended 4 out of 10 Club Aspire meetings. In conjunction with her late start, Jasmine worked with two students during those four Club Aspire meetings. She essentially served as peer partner for any student who had a peer partner that was absent.

Katelyn was one of the original students in Club aspire and her attendance was pretty consistent with only one absence until there was a family tragedy. By the end of the semester Katelyn had only attended 60% of Club Aspire classes. At the beginning of the semester, Katelyn's peer partner was Chad. As the semester went on Chad's behavior declined in Club Aspire and resulted in him refusing to work with a peer. In addition to Chad's unwillingness to work with a peer partner, Katelyn had grown uncomfortable working with Chad and asked if she could work with someone else. Like Jasmine, Katelyn served as peer partner for any student whose peer partner was absent. However, since membership in the 7th grade Club Aspire was so low, she would often work within a threesome or with me.

Even though Katelyn and Jasmine did not have a consistent peer partner, they both valued the process of co-regulation. When I asked Katelyn in her interview is the goal setting would have been beneficial without a peer partner she said, *"No. It helps us better if we are as a team and we can help each other."* This quote indicates that Katelyn

values the co-regulation. She bought-in to the process of goal setting, she just did not have the peer partner. In Jasmine's interview, she also spoke about the value of co-regulation, saying,

> *"when I realized mistakes he's done and that I've probably done the same, I'm like, "Oh, probably that's where I need to fix it, too." Because I don't' realize my mistakes, but, if I have the same mistakes as someone else, I can realize it."*

Like Katelyn, Jasmine has bought-in to the process of goal setting. Both ladies said later in their interviews that goal-setting would not be as valuable without a peer partner. Katelyn stated, *"it helps us better if we are as a team and we can help each other."* Similarly, Jasmine said that if she did not have a peer partner, *"I probably would forget about it."*

The quotes above are not only evidence of Jasmine and Katelyn's value of co-regulation, but also evidence of their buy-in. Despite the fact that neither student had a consistent peer partner, they still fully engaged in the process of goal setting. Unfortunately, Katelyn had a lot of peer partners throughout the semester. Sometimes she did not even have a peer partner and she would reflect with me. As a result, Katelyn was not able to build trust with a peer partner which effected how deep the reflection conversation could go. In addition, she did not have a peer partner to continue to co-regulate outside of Club Aspire.

Even though Jasmine did not have a consistent peer partner, she considered one student to be her peer partner. They were already friends prior to Club Aspire. Since there was already established trust there, Jasmine was comfortable enough to reflect on her

goals at a deeper level than Katelyn was. Additionally, because the relationship between Jasmine and her "peer partner" was already established, they continued to co-regulate outside of Club Aspire. In her interview, Jasmine said, *"he has also been reminding me when stuff is due and he has been helping me on some assignments."* When I asked how she has helped him she said, *"I've been helping him sometimes on math – like, "You can do this a certain way. You don't always have to do the way that everybody else does. And always ask for help."* These quotes are examples Jasmine gave of co-regulation outside of Club Aspire. The quotes are evidence of Jasmine valuing co-regulation and demonstrate her buy-in to Club Aspire.

Jasmine and Katelyn had strong buy-in to Club Aspire. In Figure 1, you can see that I did not show Jasmine with full buy-in because she did not start Club Aspire until November. She did not buy-in to Club Aspire at the beginning of the semester. However, I rated her on her buy-in as shown in Figure 1 because once she did start Club Aspire she had a great attitude, was willing to try anything, fully participated in class and invested herself in the class. She continued to co-regulate outside of Club Aspire and she took self-regulation learning strategies to her other classes. When I asked Jasmine if she approaches her learning differently, after joining Club Aspire she said,

> *"Yes. Like, I'm asking my teachers for more help. When I don't understand, I actually go up to them. Rely on myself besides me relying on my [parent] going up to the office and begging them. Now I'm just relying on myself and relying on my reminding myself to do what I need to do."*

Jasmine went on to share several self-regulation strategies that she has been using since starting Club Aspire, *"Setting goals, keeping my backpack organized helped a lot, using Cornell Notes, setting reminders."* If Jasmine had not bought-in to Club Aspire, she would not have credited Club Aspire in helping her learning.

Like Jasmine, Katelyn had strong buy-in. However, I rated her a little lower on the buy-in because she ended up missing 40% of Club Aspire classes. However, I believe this is due to the family tragedy and not her level of buy-in. Under normal circumstances, I believe that her consistent attendance would have continued throughout the semester.

Katelyn attributed her growth as a learner to Club Aspire, saying that she approaches her learning differently since Club Aspire *"because I ask questions now and I try to think of how I would answer this problem or questions."* Earlier in her interview Katelyn said, "*You have really gotten me organized. Before that [getting organized], there was a lot of dirty, like my backpack. Now it is all organized. I have learned time management and learning how to save time and stuff."* Again, Katelyn would not be giving credit to Club Aspire if she had not bought-in to Club Aspire. Other examples of Katelyn's buy-in was her consistent attendance, prior to the tragedy and her willingness to try new strategies, even when they were difficult for her. For example, Katelyn had a difficult time understanding the process of Cornell Notes, but she tried and practiced and in her interview said, *"Right now I use them [Cornell Notes], like and I have always gotten lost. Now I do and it is way easier and it does save time."* The fact that Katelyn had to work at learning how to use Cornell Notes and that she practiced them and then

use them, that requires buy-in. No one would put that much effort into something they did not believe in.

When compared to Quadrant 1 students, Quadrant 3, there is one big difference, the value of goals. As shown earlier in the quotes from Jasmine and Katelyn, both Quadrant 3 students found value in co-regulation and goals, but the difference between Quadrant 1 students and Quadrant 3 students is the depth that they value goal setting. With Jasmine only attending four Club Aspire meetings and both girls having inconsistent partners, they were not able to reach the same depth of reflection as Quadrant 1 students, who both had strong buy-in, consistent attendance and peer partner. Thus, goal setting for Jasmine and Katelyn was not as valuable because they could not reach the same level of reflection as the students in Quadrant 1.

Lastly, an example of buy-in for Club Aspire is the use of self-regulation strategies. The data in Table 13 tells an interesting story. Quadrant 3 students have a higher mean in each self-regulation category than Quadrant 4 students, except in the areas of organization, rehearsal, elaboration, and help seeking. All of their mean scores were lower than Quadrant 2 mean. The data from the CASRQ further supports my argument that buy-in and a consistent peer partner are vital pieces for Club Aspire because the majority of the category averages are higher than Quadrant 4, indicating that buy-in played an important role in Club Aspire. However, the Quadrant 3 students did not have a consistent peer partner like Quadrant 1 and 2. Therefore, they were not able to reflect and co-regulate at the same depth students in Quadrant 1 and 2 were able. I would argue that

the data indicates that while buy-in plays an important role, having a peer partner to co-regulate with is even more necessary.

Quadrant 4

Quadrant 4 students, Chad and Bret, did not have a peer partner and had no buy-in to Club Aspire. As a result, the boys did not invest themselves into Club Aspire. Chad refused to co-regulate with other students on goals. Bret did not separate himself from his peers, but even when he had a peer sitting next to him, he did not engage with them. There was no reflection on his goals with a peer. When I examined his goal sheet, the goal reflections he did respond to only had one work answers. Without the accountability of a peer partner, Bret did not follow through on reflecting on a deeper level and therefore, goal setting for him was not valuable. Chad's reflections were exactly the same as Bret's, he did not reflect on all the questions, or goals. The goals he did reflect on only had one word answers.

The data is clear that Chad and Bret did not buy-in to Club Aspire. First, neither boy wanted to join Club Aspire, both were "strongly encouraged" to join by their parents. The CASRQ results are further evidence that Chad and Bret did not buy-in to Club Aspire because they have the lowest mean in almost every self-regulation category, except for rehearsal and elaboration. While attendance was not an issue, Bret never seemed fully present in class. Bret's unwillingness to engage with the class is another indicator of his lack of buy-in. Chad's disruptive behavior and unwillingness to try working with a peer partner also supports my analysis of no buy-in. Lastly, neither Chad

or Bret took ownership of class. In addition to not engaging, they also did not help set-up or clean-up, unless I was offering an external reward.

What led to Bret and Chad not buying-in to Club Aspire? The answer for each boy is somewhat the same. For Bret, he only attended because his parents made him. While he was never outwardly disruptive, he was never fully engaged either, which I believe is a symptom of him being forced to attend Club Aspire. Bret was also new to Alconbury. He did not have any friends in Club Aspire like many of the other students did. If I had spent more time building relationships in Club Aspire, then maybe he would have been more willing to engage with a peer partner. Additionally, his Reading Benchmark scores are in the low 30%. I have also wondered if he was unwilling to engage because of his inability to read, which could have caused him some embarrassment.

Chad was also told he would be attending Club Aspire. His behavior was disruptive and disrespectful and as the semester went on, his behavior continued to deteriorate. Like Bret, I believe that Chad did not engage because of a relationship problem. Chad does not like to be redirected or criticized. When Chad would make a bad choice, like calling out in class or getting out of his seat, I would redirect him. Each time, Chad would want to argue his case. Chad disliked, even more than redirections, that I would not engage in an argument with him and nothing set him off more than when another student earned a ticket and he had not. Unfortunately, I could not give him a ticket for a behavior he had not demonstrated. As a result, the more Chad's behavior declined, the more the dissonance between us grew. So, while the situation with Chad is

very different than Bret, it boils down to one thing, relationships. If I had built a stronger relationship with the students in Quadrant 4 than maybe they would have been more motivated to buy-in to Club Aspire. I also wonder if they had made the decision to attend Club Aspire, if they would have been more willing to engage.

Comparing Academic Success ~~Across the Quadrants~~ of Club Aspire Participants and with Non-intervention Participants

The purpose behind programs like Elevate and Club Aspire is to help our students achieve academic success. For Club Aspire, academic success takes on many forms. As defined for this action research project, academic success includes: (1) scoring well on the district Benchmarks, (2) achieving passing grades and having little to no missing work, (3) having appropriate behavior for school, and (4) persevering through a challenge. I discuss results related to each of these elements of success in the sections below. Specifically, I compare the academic achievement of Elevate students who participated in Club Aspire (i.e., intervention) with that of four Elevate students who did not participate in Club Aspire (i.e., non-intervention) in order to further address research question 2, How does Club Aspire affect middle school Elevate students' academic success?

Benchmarks. The district Benchmarks are an important data piece in that the data gained from the Benchmark indicates which standards the students understand and which standards they need help with. The district Benchmarks also play a role in selection for Elevate, along with other various data points. Once a student has been selected for Elevate, they must be Proficient on the district Benchmark in order to exit Elevate. Other

data points are considered, but the Proficient on the Benchmark is required. Proficient would be roughly equivalent to scoring 60%-65% on the assessment, but the district determines the cutoff score. The district Benchmark is also used by the high school to verify accurate placement in classes. Exiting Elevate and accurate placement in high school classes are important, but my bigger concern is that my students move on to high school prepared. Being Proficient in Reading and Math can only make their high school careers easier.

The district Benchmark assessment is given twice a year. The first time is in October and it assesses first quarter standards. The second Benchmark is given in March and assesses the entire year's standards. Table 14 shows the Benchmark scores for the intervention group, participants who attended Club Aspire, and the non-intervention group, students who were not in Club Aspire.

Table 14

Average Percentage Correct on 2015-2016 Benchmark Scores by Grade Level and Participant Group

Assessment	8th Intervention (n=4)	8th Non-Interv. (n=1)	7th Intervention (n=3)	7th Non-Interv. (n=2)
2015 Math 1	28	49	54	50
2015 Math 2	38	40	49	50
2015 Rdg 1	47	51	63	44
2015 Rdg 2	44	42	57	48
2016 Math 1	37	51	34	26
2016 Math 2	52	38	35	17
2016 Rdg 1	57	67	43	33
2016 Rdg 2	53	44	43	40

Note. Math 1 & Reading 1 took place in October. Reading 2 and Math 2 took place in March.
Rdg=Reading; Non-Interv.=Non-Intervention

What is most interesting from this table is that for every March Benchmark, Math and Reading average score is higher for the 2016 intervention group than the 2016 non-intervention group. Unfortunately, the difference between the intervention group and the non-intervention group is not very big. For instance, the difference of the seventh-grade 2016 Reading 2 average between the intervention group and the non-intervention group is only 3% higher for the intervention students and in Math 2 the intervention students are 6% higher. Six percent sounds great until the average of the group is considered and at

24%, the 6% no longer seems substantial. The seventh graders average score was slightly higher than the non-intervention average, but the intervention group is 34% away from Proficient. The eighth-grade averages are a little higher. For the 2016 Reading 2, intervention eighth graders scored 9% higher than non-intervention students. On the Math 2 Benchmark, the eighth graders scored 14% higher than the non-intervention group.

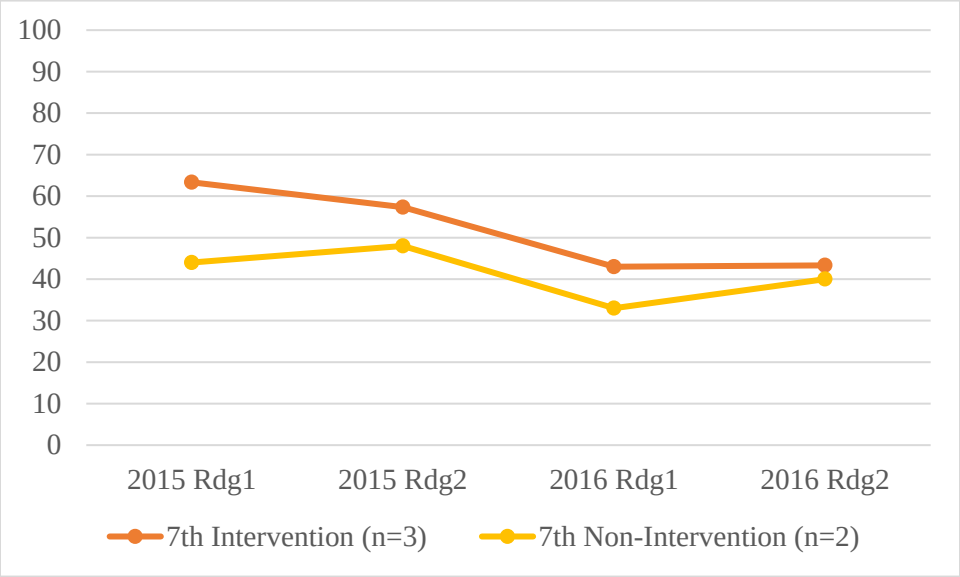

Figure 2. Seventh-grade intervention and non-intervention reading benchmarks

Figure 2 shows the gains and losses of the seventh-grade intervention group versus the non-intervention group for Reading Benchmarks 1 and 2 in 2015 and 2016. The standard deviation for 2015 Reading Benchmark 1 and 2 is 13.13 and 8.24 respectively. The standard deviation for the 2016 Reading Benchmark 1 and 2 is 12.90 and 11.04 respectively. Unfortunately, the "growth" between Benchmark 2 2015 to Benchmark 2 in 2016 in the areas of Math and Reading, tell a different story. To be clear,

the “growth” I am referring to is the difference between the mean scores of the Benchmark 2 from 2015 to 2016. It is important to remember that the 2015 Benchmark 2 assessment did not assess the same standards as the 2016 Benchmark 2. The seventh-grade intervention students had a loss of 14% on the Reading Benchmark 2 from 2015 to 2016, while the seventh-grade non-intervention group had a loss of 8%. This means that the seventh-grade non-intervention students had less loss than the intervention students on the Reading Benchmark 2, even though the intervention group actually scored 3% higher than the non-intervention group.

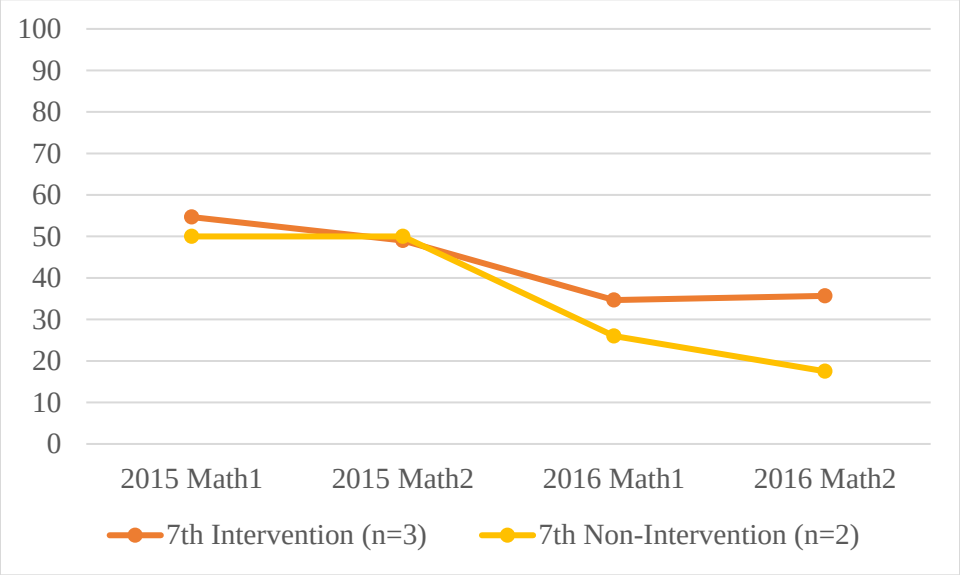

Figure 3. Seventh-grade intervention and non-intervention math benchmarks

As shown in Figure 3, the seventh-grade intervention group had a loss of 25% on the Math Benchmark 2 from 2015 to 2016 and the non-intervention group had a loss of 32%. In this case, the intervention group had less loss on the Math Benchmark 2 from

2015 to 2016 than the non-intervention group. The seventh-grade intervention group has less loss and scored higher than the non-intervention group, which could indicate that Club Aspire had a positive effect on Math Benchmark achievement. Sadly, the scores are low and are impacted by more than Club Aspire is able to effect.

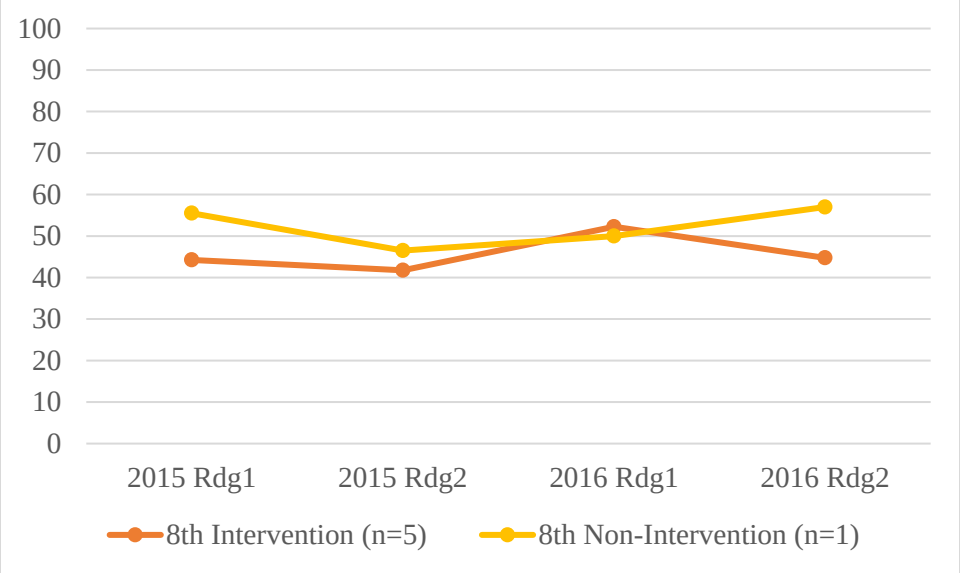

Figure 4. Eighth-grade intervention and non-intervention reading benchmarks

Figure 4 is showing intervention versus non-intervention gains and losses for all Reading Benchmark assessments for 2015 and 2016. The eighth-grade intervention students had a 3% increase on Reading Benchmark 2 from 2015 to 2016. The non-intervention group had an increase of 10%. This indicates that the eighth-grade non-intervention students scored higher than the intervention students and made more gains. Again, it does not appear the Club Aspire is effecting positive growth on the Benchmark Reading assessment scores.

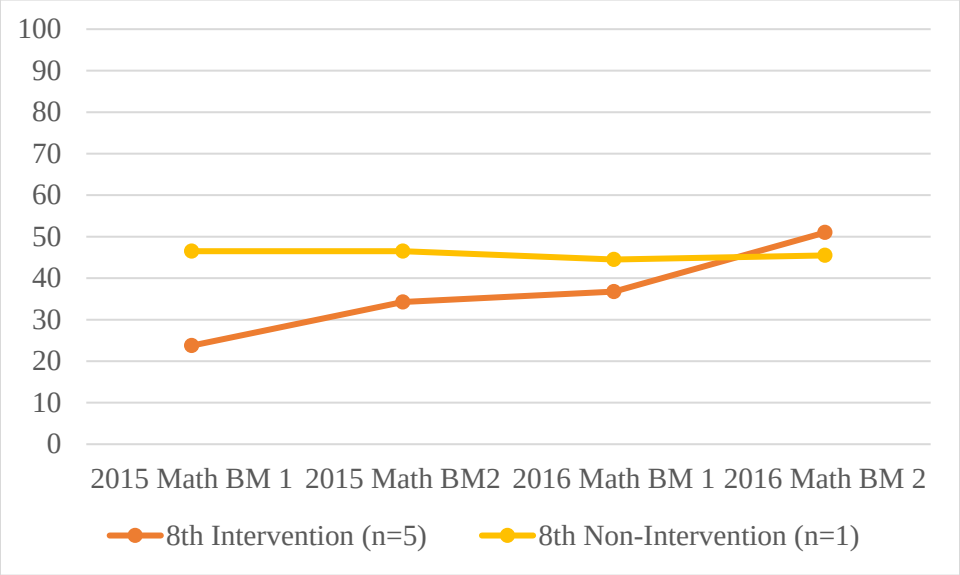

Figure 5. Eighth-grade intervention and non-intervention math benchmarks

All Math Benchmark gains and losses are represented in Figure 5 for 2015 and 2016. The standard deviation for 2015 Math Benchmark 1 and 2 is 17.56 and 11.60. For 2016 Math Benchmark the standard deviation is 8.20 and 20.31. In Math, the eighth-grade intervention students had an increase of 14% on Benchmark 2 from 2015 to 2016. The non-intervention group had a loss of 2%. Unfortunately, the 14% gain shown in the intervention group includes Ricky's 2016 Benchmark 2 score. Until 2016, Ricky had consistently scored in the forty percent range and this held true for Benchmark 1 in 2016. On the Math Benchmark 2, Ricky's score jumped to a 93%, moving him from minimally proficient to highly proficient in a matter of 9 weeks. I have voiced concerns that Ricky cheated on the assessment because jumping 50% and up three developmental levels from Benchmark 1 to Benchmark 2 is unheard of. However, there is no evidence of cheating

and his parents confirmed that he has had a private tutor for math over the semester. There will be no way to prove or disprove his growth until he takes the AzMerit. The district Benchmark 2 results are typically aligned to the results of the AzMerit, meaning, if a student is identified as Proficient on the district Benchmark 2, they are usually Proficient on the AzMerit. If Ricky's score on the AzMerit is in alignment with his Benchmark 2 scores then we will know that he did have significant growth in the area of math. Without Ricky's score included, the intervention students will not have had an increase or decrease in their Math Benchmark 2 scores from 2015 to 2016.

Table 15 is examining the same district Benchmark data, except it is now clustered by the four Quadrants I identified earlier.

Table 15

Average Percent on 2015-2016 Benchmark Assessments by Peer Partner and Buy-In Quadrant

	Quadrant 1 (1 PP+BI) (n=3)		Quadrant 2 (2 PP-NBI) (n=1)		Quadrant 3 (NPP+BI) (n=2)		Quadrant 4 (NPP-NBI) (n=2)	
Assessment	2015	2016	2015	2016	2015	2016	2015	2016
7th Rdg 1	63	27	*	*	68	60	59	42
7th Rdg 2	49	30	*	*	67	52	56	48
7th Math 1	51	30	*	*	44	26	69	48
7th Math 2	53	31	*	*	38	36	56	40
8th Rdg 1	49	57	45	53	60	56	34	42
8th Rdg 2	48	48	40	50	51	55	31	34
8th Math 1	27	42	24	33	44	37	18	30
8th Math 2	42	40	24	93	53	53	29	31

***No participants in this quadrant.*
Note: Rdg=Reading, PP=Peer Partner, BI=Buy-In, NPP=No Peer Partner, NBI=No Buy-In

According to Table 15, Omar, who is in Quadrant 1, has an average score 18% lower than Chad, who is in Quadrant 4 and 22% lower than Katelyn, who is in Quadrant 3 on the 2016 Reading Benchmark 2. Quadrant 1 lost 22% on his average between Reading Benchmark 2 in 2015 to 2016. Quadrant 3 lost 15% and Quadrant 4 lost 16%. This means

that Katelyn, in Quadrant 3 scored 7% better than Omar , in Quadrant 1 and Chad, in Quadrant 4, scored 6% better.

On the 2016 Math Benchmark 2, Quadrant 1 scored 5% lower than Quadrant 3 and 9% lower than Quadrant 4. According to this data, having a consistent peer partner and buy-in did not positively impact student Benchmark assessment scores. However, ability levels were different when students entered Club Aspire. Figure 6 shows the gain or loss each student had in Reading, Benchmark to Benchmark.

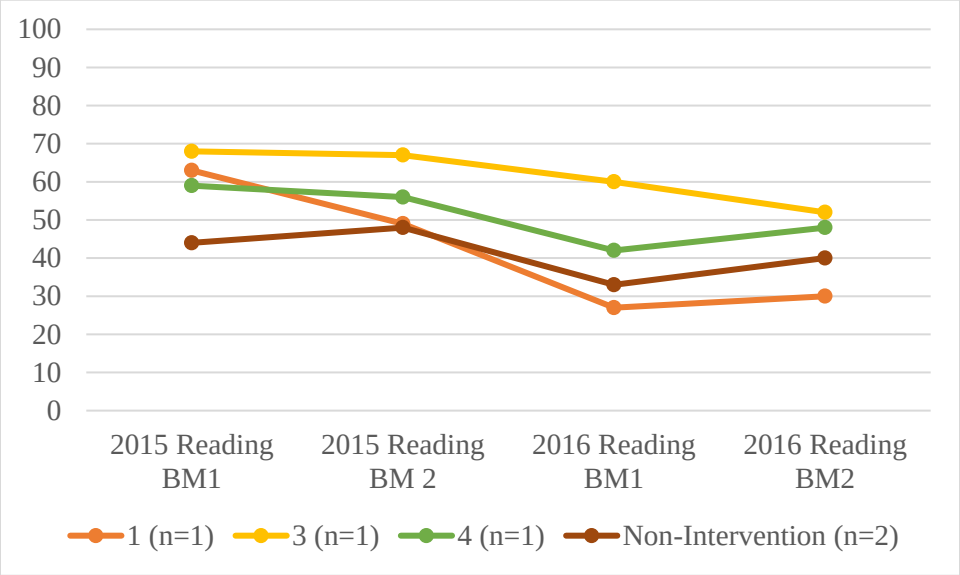

Figure 6. Seventh-grade reading benchmarks by quadrant and non-intervention

Figure 6 is showing the seventh-grade Reading Benchmark 1 and 2 average scores from 2015 to 2016 in Quadrants. Omar, who is in Quadrant 1, had a loss of 14% between 2015 Reading Benchmark 1 to 2. In 2016 Omar showed 3% growth. Quadrant 4, Chad, had a loss of 3% from Reading Benchmark 1 to 2 in 2015, but showed gains of 6% on the

2016 Benchmark 1 to 2. The non-intervention group had more consistent scores between 2015 and 2016 because they showed gains of 4% between 2015 Reading Benchmark 1 and 2 and 7% gains in 2016 between Benchmark 1 and 2. Katelyn, in Quadrant 3 had consistent loss between her Reading Benchmarks in 2015 and 2016. In 2015, she had a loss of 1% and in 2016, she had a loss of 8%. According the data, Club Aspire did not seem to have any effect on Reading Benchmark achievement as all of the students across the Quadrants and non-intervention students showed some gains between the 2016 Reading Benchmark 1 and 2, with the non-intervention group showing the most gains.

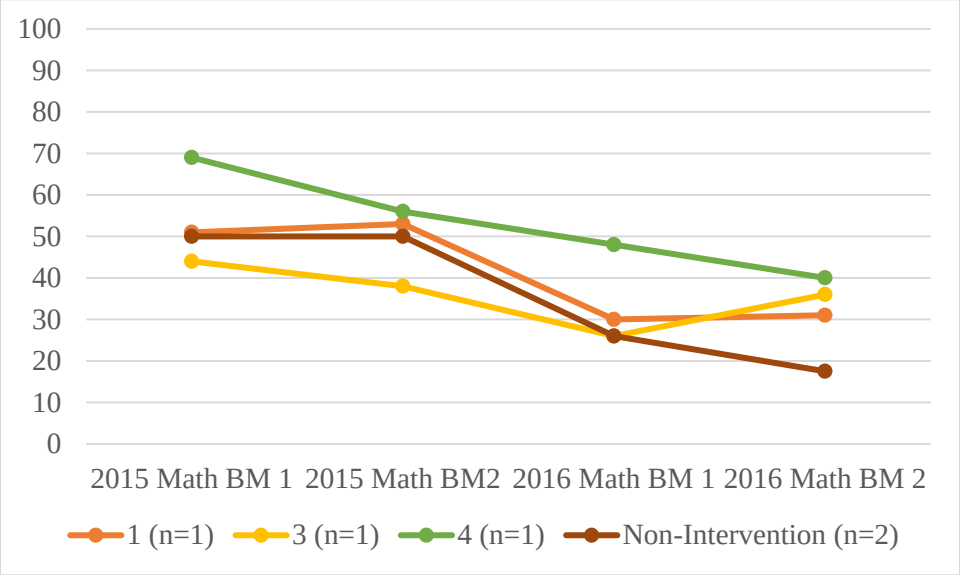

Figure 7. Seventh-grade math benchmarks by quadrant and non-intervention

Figure 7 clarifies that all of the students had losses from Benchmark 1 in 2015 to Benchmark 2 in 2016. What is interesting is that Chad, in Quadrant 4, shows a consistent decline in his scores. From Math Benchmark 1 to Math Benchmark 2 in 2015, Chad had a

loss of 13%. On the 2016 Benchmark 1 to Benchmark 2, Chad had a loss of 8%. Comparatively, Omar in Quadrant 1 saw a 2% growth on his 2015 Math Benchmark 1 to Benchmark 2. Katelyn, in Quadrant 3 had a loss of 6% on the Math Benchmark 1 to Benchmark 2. What is interesting about his is that students in Quadrant 1 and 3 had gains in 2016 on the Math Benchmark 1 to 2 whereas Quadrant 4 and non-intervention students, continued to have losses. Thus, it would appear that students who invested in Club Aspire, showed growth on their 2016 Math Benchmark 2.

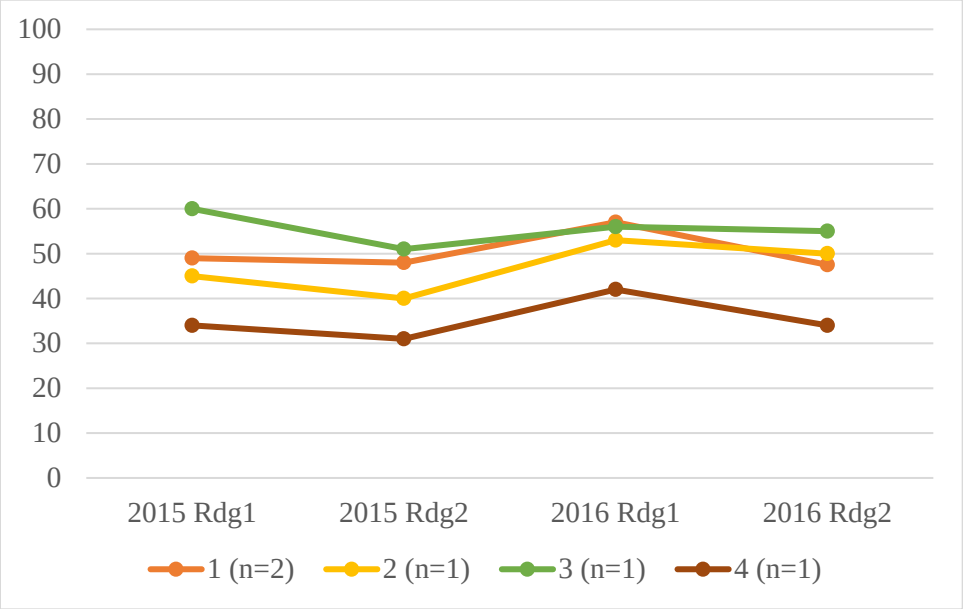

Figure 8. Eighth-grade reading benchmarks by quadrant and non-intervention

Figure 8 represents student gains and losses by Quadrant on the district Reading Benchmark 1 and 2 in 2015 and 2016. All Quadrants saw losses between the 2015 Reading Benchmark 1 and 2 and the 2016 Reading Benchmark 1 and 2. In 2015,

Quadrant 1 saw a loss of 1% and in 2016 Quadrant 1 saw a loss of 9%. Quadrant 2 saw a loss of 5% in 2015 and 3% in 2016. In 2015, Quadrant 4 saw a loss of 3% and in 2016, a loss of 8%. Each quadrant followed pattern of loss both years. However, the non-intervention group did not follow this pattern. The non-intervention group had a loss of 9% in 2015 between Reading Benchmark 1 to 2, but in 2016 they had a gain of 7%. Again, the data indicate that peer partner and buy-in to Cub Aspire did not impact student achievement on Benchmark growth.

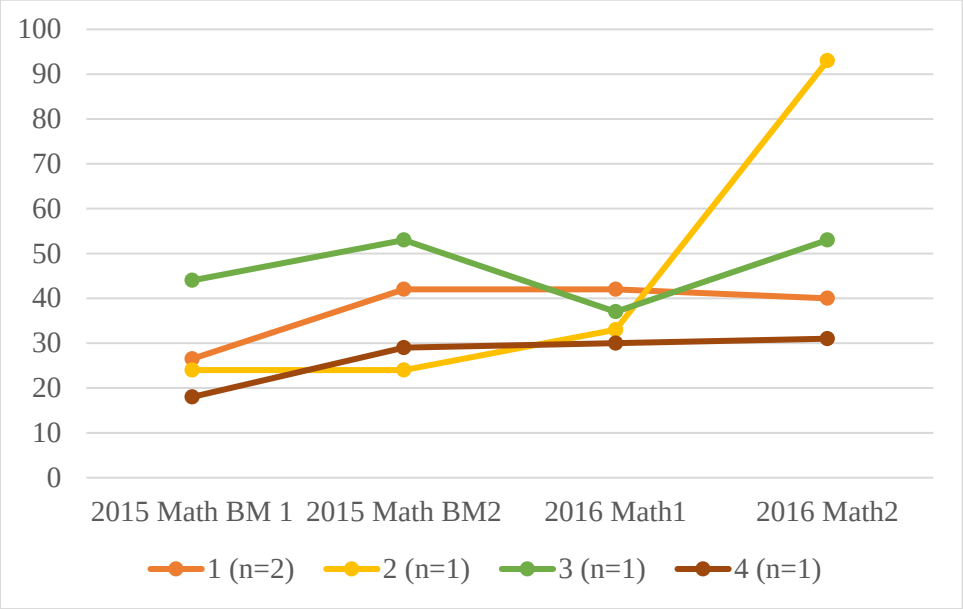

Figure 9. Eighth-grade math benchmarks by quadrant and nonintervention

Figure 9 is a line graph showing the average scores for the eighth-grade students by Quadrant on the 2015 and 2016 Math Benchmark 1 and 2. What is clearly evident

from the graph is the huge gain Ricky had from Benchmark 1 to 2 in 2016. Compared to his 2015 Benchmark scores, it is easy to see how dramatic the gains are. What is interesting is that the non-intervention students have almost no gains or losses between 2015 and 2016. Quadrant 1 and 4 students showed gains of 15% and 11% respectively, on the 2015 Math Benchmark 1 to 2. The gains and losses for Quadrant 1 and 4 students in 2016 is minimal with 2% loss for Quadrant 1 and 1% gain for Quadrant 4. The data indicate that a consistent peer partner and buy-in to Club Aspire do not affect achievement on the district Math Benchmark.

Overall, Club Aspire does not appear to be positively affecting the district Benchmark assessment scores for intervention students. However, I was not teaching Math or Reading content in Club Aspire. I was teaching self-regulation learning strategies. The Benchmark data requires me to consider if teaching the self-regulation strategies on their own is having the desired effect or do I need to integrate math and reading content as I teach the self-regulation learning strategies.

Grades and missing assignments. Grade checks were part of the agenda in Club Aspire every week. As was missing assignment reports. The purpose of the grade checks and missing assignment checks was to teach the students how to be responsible for their own grades. This skill would fall under the self-regulation category, organization. In addition to the grade checks, students wrote goals every week starting in week 3. Club Aspire students wrote a total of 48 goals. Of the 48 goals, 40% of their goals was about improving their grades. An additional 23% of their goals were about missing assignments. For Club Aspire students, improving their grades and no missing

assignments was important for them, as evidenced by the 63% of goals focused on grades and missing work.

From the grade checks and missing work checks I found that that Quadrant 4 students had on average, 14 missing assignments for the semester. Quadrant 4 averaged the most missing assignments, but Quadrant 1 students was very close at 13 missing assignments. On a side note, most of the missing assignments reported for Quadrant 1, was attributed to one student. Quadrant 2 and Quadrant 3 had the lowest averages at 8 missing assignments and 7 missing assignments, respectively.

From the grade reports for Club Aspire, I found that 12% of grades earned by Club Aspire members were F's. Quadrant 1 was responsible for 5%, Quadrant 2 was responsible for 2% and Quadrant 4 was responsible for 5%. It is not surprising that the two Quadrants, 1 and 4, with the most missing work was also the two Quadrants with the most F's.

Fifty percent of the Club Aspire students maintained A's, B's, and C's. Of the remaining 50% of Club Aspire students, one student had four F's, two students had two F's each and one student had one F. The three students with multiple F's had the most missing work as well. While we had Grade Checks and Missing Work checks in Club Aspire, we did not work on class work from "regular" classes. For 50% of the students in Club Aspire, Grade Checks and Missing Work reports and plans were working. For the other 50%, these strategies were not enough for them to be successful.

Behavior. Within Club Aspire, there were only two disruptive students, Chad and Ricky. Behavior for both students was discussed in their individual Case Study. I did not

have to make parent contact due to behavior issues for any other students. The referral data showed that Chad and Ricky are not the only students who have had behavior issues in their other classes. Omar, Bret and Penny were all written a referral during the Fall semester of 2016. Bret and Penny were both written a referral during the 2015 school year as well. Omar 's referral this Fall, was his first one. Jasmine was written a referral last year, but has not earned one this Fall. With the exception of Jasmine and Omar, students who earned referrals last year, earned a referral this year. However, only two students earned a referral past September of 2016, Penny and Ricky. Penny's referral was in October and Ricky's were both at the beginning of November. This means that the once Club Aspire started, only two students earned a referral. Thus, Club Aspire may have effected student behavior outside of Club Aspire meetings.

Self-efficacy supporting perseverance. One of themes that arose from analysis was the Club Aspire students was self-efficacy. I mentioned early on that self-efficacy was not the focal point of my study. However, what I have found is that self-efficacy played a much bigger role than I expected. In their focal case studies Samantha, Penny and Omar all showed evidence of increased self-efficacy, particularly in the area they had been identified for Elevate. All three students spoke about how valuable it was to observe others working through a challenge or setting a goal for something that was difficult. Samantha and Omar shared their realization that they were not the only students who struggled. As shared earlier, Omar said in his interview,

"It's helped me to see that other people struggle too, so then they get the help that they need, and so do I. Then, I can see other people improving, and then it help me seeing that other people improve, so that improves me a lot more."

Omar 's sentiments were echoed my Samantha, Penny, Ricky, Chad and Jasmine.

In Bandura's research, he speaks a lot about how self-efficacy impacts self-regulation and goal setting (A. Bandura, 1991a, 2001). However, I did not expect to see a shift in their self-efficacy by the end of one semester. A shift in self-efficacy was not apparent from Chad, Bret or Ricky. When I compared the data between Samantha, Omar and Penny versus Chad, Bret and Ricky, the difference between the two groups is their buy-in to Club Aspire. However, Chad and Ricky are very self-assured and it is possible that they do not have low self-efficacy in their identified area for Elevate. Bret's self-efficacy is not clear through any of the data collected in this study. The data indicates that self-efficacy plays a larger role in Club Aspire than I planned for and as a result will need to be more thoughtfully considered in the future planning of Club Aspire.

Valuable Elements of Club Aspire as Identified by Students in Different Quadrants

In the following section, I examine the data by Quadrant to identify which elements of Club Aspire the students found most valuable and how it might be associated with their identified Quadrant.

The students in Quadrant 1, 2 and 3 were adamant that having a peer partner was valuable. Quadrant 1, 2 and 3 students all identified the reflection discussion with their peer partner as the most important piece of goal setting. Students in Quadrant 1 and Jasmine, from Quadrant 3, all shared examples of co-regulation outside of Club Aspire.

Again, voicing how helpful it was to have the added support. Katelyn shared in her interview that she like working with one particular class member because they were will to have the reflection discussion. Again, demonstrating how important the reflection discussion was to the students.

As a result of the co-regulation, the students reported in their interviews that they stayed more focused during school because their peer partner was holding them accountable. While this was not supported in the reports of missing work, I cannot attest to the amount of missing work from last school year. It is possible that the students' grades and missing work improved this year, but that is not data I currently have access to. As I shared in her focus case study, in her interview, Penny said,

> *"It might be harder by yourself because you might forget or something. But then, you have no one to be like, "Well, you messed up here," or something. When you think personally that you did very good, and with a partner, they can actually tell you if you did wrong or right."*

Samantha, Omar, Jasmine, and Chad all made similar comments in their interview. They value the peer accountability of goal setting with a peer. In my experience as an educator, middle school students value their peer's opinion more than any other. When a peer corrects their misconception or in this case, their reflection, the students seem to take their comments more seriously.

Additionally, every student in Club Aspire shared about their goals in their interview and all of them shared a future goal. As discussed earlier, more than 60% of the goals set by intervention participants this semester were academic focused, more when

behavior is considered a part of academic focus. The students have a desire to meet their goals and are proud when they meet their goal. It became a weekly celebration. Often when a student had met their goal from the previous week, that would become their celebration that they would share at the beginning class through an activity we called "Highs and Lows."

Many of the students made statements in their interview about how their desire to meet their goal was a motivator to stay focused in their "regular" classes. For example, in his interview Ricky shared,

> *"Well, whenever I sit down, I just think, "Oh, I've got to get this done so I don't have any bad grades and that was one of my goals." So, whenever I go home, I just think, "Oh, I got to sit down, do my work, and just focus."*

The data indicates that the goals focused the students, giving them a type of touchstone for staying focused academically.

Students in every Quadrant reported that they used new strategies since joining Club Aspire. Table 16, are the results of the CASRQ.

Table 16

Self-Regulation Usage Intervention versus Non-Intervention Group

Self-Regulation Category	Intervention (n=8) M (SD)	Non-Intervention (n=3) M (SD)
Organization	4.71 (0.63)	3.00 (1.14)
Metacognitive Strategies	4.15 (0.34)	3.55 (1.14)
Peer Learning	4.33 (0.85)	3.44 (1.50)
Time and Study Environment	4.29 (0.78)	3.48 (1.14)
Rehearsal	3.94 (0.71)	2.58 (1.26)
Elaboration	4.29 (0.61)	2.81 (0.88)
Critical Thinking	4.29 (0.48)	3.56 (1.56)
Effort Regulation	4.25 (0.55)	3.94 (1.40)
Help Seeking	4.33 (0.91)	3.88 (1.89)

Note. Based on the results of CASRQ. The Intervention results seen here are from their January results. The Non-Intervention Group took the CASRQ in March.

Table 16 is comparing the results of the CASRQ between intervention and non-intervention students. The data clearly reveals that the intervention students have identified using strategies from each self-regulation category at a much higher level than non-interventions students. Overall, the data indicates that Club Aspire has increased self-regulation learning strategy use frequency and type.

Chapter 5

Discussion

This purpose of this study was to examine the effects of Club Aspire on middle school Elevate students. Bandura's theory of self-regulation (A. Bandura, 1991a) and the theory or co-regulation (DiDonato, 2012; Hadwin, 2011; Hadwin & Oshige, 2011; Järvenoja & Järvelä, 2009; McCaslin, 2009; Panadero & Järvelä, 2015; Volet et al., 2009) served as the framework for my study. Club Aspire is an after-school class designed to teach middle school students self-regulation strategies in an effort to increase their self-regulation and academic achievement. Club Aspire was offered as an additional support to seventh and eighth grade students who had been selected for Elevate, a district created program designed to offer additional supports for students who are at risk for dropping out of high school.

Club Aspire was designed to grow students in their self-regulation. There are two major components of self-regulation, learning strategies (Pintrich & De Groot, 1990; B. J. Zimmerman, 1989, 1990; B. Zimmerman, 2002) and Bandura's self-regulation process (A. Bandura, 1991a, 1991b). The overarching theme for Club Aspire was the idea of growing the students' toolbox of self-regulation strategies in order for them to have and know how to use the tools they need to learn. Essentially, providing them with the right tool for each learning situation. The self-regulation process includes self-observation, judgment and response, within the self-regulation process, goal setting plays an important role (A. Bandura, 1991a; B. J. Zimmerman, 1989) because it allows for planning and

purposeful action. Club Aspire was created with the intention of teaching the students self-regulation strategies and the self-regulation process through goal setting.

Social Learning Theory is another important piece of Bandura's work (A. Bandura, 1991b) within which modeling and observation are an integral piece within the learning process. However, the theory of self-regulation is conceptualized as an individual activity. Co-regulation, a relatively new theory, is based off of Vygotsky's Sociocultural Theory (DiDonato, 2012; Järvelä & Järvenoja, 2011; Järvenoja & Järvelä, 2009; Lee & Yang, 2014; Panadero & Järvelä, 2015; Vauras et al., 2003). The theory of co-regulation asserts that learning occurs through the social and cultural influences of others. The idea of learning from and through the social and cultural experiences is the next element that influenced the creation of Club Aspire.

In Club Aspire, students worked with a peer partner on goal setting. Each week, with their peer partner, the students would go through the self-regulation process of self-observation, judgement and response. The idea of co-regulation was continued into the lessons and activities through collaboration and technology.

This action research study was designed to examine the effects of Club Aspire in middle school Elevate students. The the following research questions guided the research:

1. How do middle school Elevate students perceive the impact of Club Aspire on their self-regulation and themselves as a learner?
2. How does Club Aspire affect middle school Elevate students' academic success?
3. What do middle school Elevate students perceive as the most influential elements of Aspire?

The following section will be organized by research question and will discuss the study's findings as they relate to each question. The last section I will share limitations of the study, implications for research and practice, personal lessons learned and concluding thoughts.

How does middle school Elevate students perceive the impact of Club Aspire on their self-regulation and themselves as a learner?

Self-regulation learning strategies. Both the six individual case studies and the intervention case study provided evidence that all Club Aspire participants perceived that they were using more self-regulation learning strategies and more often, that they were using more self-regulation learning strategies as a result of their participation in Club Aspire. Analysis of the interview and class data established the perception, furthermore, the analysis of the CASRQ data confirmed that the students perceived that they were using more self-regulation strategies by January 2017 than at the beginning of their Club Aspire experience and, in comparison to non-intervention students' self-report on the CASRQ, administered in March, 2017. However, the degree to which the Club Aspire students use the various self-regulation strategy categories and the frequency with which they use the strategies varied in relation to two important issues: whether they had a consistent peer partner during Club Aspire meetings and whether they had buy-in to Club Aspire. Students who had both a consistent peer partner and buy-in (Quadrant 1) identified using more strategies and using them more frequently than all other students. Students with neither a consistent peer partner nor buy-in used the fewest strategies and used them, a lot less frequently than all other students.

With one exception, all Club Success participants discussed using self-regulation strategies outside the school day more frequently at the end of the study than prior to participation in Club Aspire. Students with buy-in (Quadrants 1 and 3) were found to use self-regulation strategies outside of the school day and discussed using multiple self-regulation strategies on a regular basis whether or not they had a consistent peer partner, whereas students with a consistent peer partner but little to no buy-in (Quadrant 2) used self-regulation strategies at home, but not as many. Both students with no buy-in and no consistent peer partner (Quadrant 4) said they took notes so they would study, but then said that they never used their notes at home. Five out of eight students had a strong level of buy-in for Club Aspire, while three students, had lower buy-in, which indicates that they did not find as much value in the purpose of Club Aspire. Bandura asserts that when students find little value in tasks or activities, they are not going to be as willing to put forth a large amount of effort (A. Bandura, 1991a). Thus, in order to increase use of self-regulation strategies it will become imperative that I increase buy-in to Club Aspire with my students. Lastly, I can assert that Club Aspire did increase student perception of their use of self-regulation strategies.

Self-regulation. Student perception across all eight Club Aspire participants was that the self-regulation strategies helped improve their behavior. Many of the students referred to this change in behavior as an increase in focus. The students attributed an increase of respectfulness and discipline in class because they were more focused in class. The referral data that was collected showed that all of the students who earned referrals last year, also earned one this year. However, only two students were written a

referral after Club Aspire started. So, even though the number of referrals did not decrease for the students as a whole, the number of students who earned a referral after Club Aspire started did decrease from six to two.

More important than referrals decreasing is the empowerment students felt in the ability to control themselves. All of the students talked about being less distracted in class and attributed this to note taking and metacognitive strategies and their desire to be successful on their goal. When students are more self-efficacious, the choices they make are influenced by their efficacy (A. Bandura, 1991a). With more efficacy come more effort and longer perseverance. The students believing that they are able to "focus" better is an indication of their increase in self-efficacy. So, while not all of the students' referral data improved, their self-efficacy in their ability to control themselves did. As their efficacy grows, they will make better choices and put forth more effort in class.

Student learners. This section is not about academic grades or benchmark data. This section is about my students' perception of themselves as a learner and was their perception effected by Club Aspire. My students believe that they are better learners today, than at the beginning of the semester. Earlier, in the self-regulation section, I spoke about how the students believed the self-regulation strategies had helped them become more focused in class. Focus continued to be a theme in their perception of themselves as learners. Since the students feel they are able to focus in class, they feel they are getting more of the information they need because,

1. they are not being sent out of class for disruptive behavior,

2. they are not off task when the teacher lectures and therefore getting more information,
3. they are taking notes and utilizing them later during their assignment.

As a result, all Club Aspire students said they remember the information better and that they were understanding more. It does not matter what their grades are or what their benchmark scores are. My students are seeing themselves as students capable of learning.

Again, this comes back to self-efficacy. When I first started teaching my students, the one thing I had underestimated was their level of self-efficacy. I did not know how much, until I had started to analyze the data. However, I noticed right away the negative talk my students used, such as "I suck at math" or "I'm dumb in math" or "I'm just gonna fail anyway." What I had not thought about prior to Club Aspire was that the majority of students who have been selected for Elevate are students who have struggled with school for a long time, at least in one content area. Elevate students are the students who fail on a regular basis, all year long and for most, for multiple years in a row. For some of my students, that is their reality in every class. During the first two weeks of Club Aspire, Weick's (1984) concept of small wins, kept coming back to me, specifically. The idea that a "wicked" problem can be improved through smaller wins. In his article a wicked problem is a huge social problem that is too big to solve with one solution, it requires many smaller solutions to make any improvement.

For my students, their education is a wicked problem and for the majority of them they could not see any way to succeed. Even my Quadrant 2 and 4 students who did not fully buy-in to Club Aspire, attributed Club Aspire with helping them be a better learner.

My students needed smaller pieces with which they could be successful. Every single student referenced using Cornell Notes in their interview. It was such an easy thing to learn and apply. Especially when they understood the purpose behind it. They took that small success and applied it to their classes. All but two students (those with no buy-in and no consistent peer partner) used them for further studying and when they saw improvement on their assignments and quizzes, they grasped on to the small win.

The data analysis of the interviews and in class work all lead me to the conclusion that my students perceive themselves as a more successful learner today than they did at the beginning of the semester.

How does Club Aspire affect middle school Elevate students' academic success?

While the students' perception is that they are learning more as a result of their participation in Club Aspire, there is no conclusive data that supports their belief. None of the students showed substantial growth on the district Benchmark assessments, except for Ricky's 93% on Math Benchmark 2. Nor did any of the students reach a developmental level of Proficiency. The grade checks from class are a little more positive. Fifty percent of the students maintained A's, B's, and C's. The other half of the students had at least one F. However, 50% of those students had an F only during first quarter, which ended after our second meeting of Club Aspire. This data analysis appears to indicate that the students are achieving at a higher level. The grades indicate that the students may be making some increases in academic achievement because the number of F's decreased following the start of Club Aspire. Unfortunately, without baseline data, there is no way to know if the grades the students earned this semester were better or

worse than previous years. Analysis of the referral data indicated that the overall number of referrals did not decrease, but only two students were written referrals following the start of Club Aspire.

For this study, academic success encompasses the use of self-regulation strategies, classwork (including grades and missing assignments), Benchmark assessment scores, and behavior appropriate to school. Based on the data analysis, there is some indication that Club Aspire did impact student success as evidence by the increased grades after the start of Club Aspire, the decrease in referrals after the start of Club Aspire and the increase in self-regulation learning strategies. Unfortunately, the Benchmark data does not support this assertion. One piece that may have contributed to the lack of growth on the Benchmark assessment is the time constraint that we had. One hour, once a week, may not be enough time for the students to learn the strategies they need in order to see growth on their Benchmark. The same time restraint also had us pushing through self-regulation strategies at a fairly quick pace and I did not incorporate time to practice the strategies on their actual assignments for class. Instead, we did smaller practices, activities and had discussions. The question then becomes, do the students need to have a better understanding of the self-regulation strategies before they will show any effect on their Benchmark assessment?

What do middle school Elevate students perceive as the most influential elements of Club Aspire?

Three elements emerged from the data as the most influential elements of Club Aspire, goal setting, peer partners and support, from the students' perspective. Our goal process in class was:

1. reflect on the goal from the previous week individually
2. have a reflective conversation with their peer partner about their progress towards their goal
3. identify necessary adjustments in order to be successful on the goal and rewrite the goal or create a new goal

Each week, the students went through the self-regulation process of self-observation, judgement and response. The data indicates that most Club Aspire participants found goal setting to be valuable. Students did not have to be successful in their goal in order to benefit. While solely focusing on failure will not be constructive, when one identifies why failure occurred and how to make adjustments in order to be successful, examining failure can be beneficial (A. Bandura, 1991a). More often than not, the students had a combination of successes and failures. When I would check-in with each student, we would celebrate those successes and they would tell me how they were going to adjust for the failures. The data analysis revealed that all Club Aspire students were more aware of their choices in class when they had a goal connected to their learning. One piece of the goal setting process was that was important to the students was the accountability piece.

Peer partners, the second essential element, gave the students a built-in accountability partner. All of the students, except two, found their peer partner to be vital to their process and appreciated the accountability that was added when they worked with a partner. Even more than accountability, the students valued the co-regulation with their peer partner. All of the students, except the two students who did not have buy-in or a consistent peer partner gave multiple examples of co-regulation with their peer partner. Examples of co-regulation were given during Club Aspire, "regular" classes and at home. The students referenced how important it was to see their peer partner model. Students who had a consistent peer partner during Club Aspire meetings were pleased to find that they were not the only ones who were challenged with school – regardless of whether they had fully bought in to Club Aspire. The students valued the shared knowledge with their peer partner and how their partner's knowledge increased their understanding and vice versa.

The third essential element is support. Support from me and their peers. All Club Aspire students in appreciated having someone who "had their back." Many of the students talked about me and my desire for them to succeed. There was an underlying appreciation for my belief in their abilities. One student talked about how positive I was and our classroom was. Support goes beyond me, beyond their peer partner, it is more about having a team of people believe in you. According to the data, having that kind of support is something my students desperately needed.

Four out of eight students did not get the full impact of the goal setting, co-regulation and support because they did not have peer partner. The peer partner's turned

out to be a vital piece to Club Aspire and in the future it will be necessary to establish consistent peer partners for every student. While most of the successful peer partners started as friends first, there were a couple of peer partner who were not friends. In order to ensure successful peer partners in future classes, it will be vital to establish trust between the partners. This can be accomplished through community building activities.

Three students did not get the full benefit of the goal setting process because they did not have buy-in to Club Aspire. As a result, the students did not fully invest themselves in the goal process and did not fully work through the self-regulation process of self-evaluation, judgement and response. For future Club Aspire classes, it will be necessary for every student to buy-in to Club Aspire in order for it to be meaningful to them. Community building activities could help with buy-in. However, my students may just need to know more of why the self-regulation strategies are important. It is possible that just sharing the research with them, would gain more buy-in.

Limitations

Due to the district's requirements for Club Aspire to be an after-school intervention, the original experimental design had to be adjusted. Unfortunately, the after-school requirement also impacted the population of students who were able to attend Club Aspire. The students do not have a late bus, therefore, any student who is going to stay after school, must walk home or have someone who can pick them up. As a result, students who ride the bus did not have an opportunity to join Club Aspire or participate in the study, limited the range of students I was able to work with and restricted me to a very small convenience sample. This prohibited the use of inferential statistical tests that

would have made possible the identification of significant differences among groups of students (e.g., intervention vs. non-intervention, buy-in vs. no buy-in) in terms of academic success and use of self-regulation strategies.

The district's requirements to hold Club Aspire after school also limited the number of Club Aspire meetings I was able to hold. Originally, Club Aspire was going to be held during the school day, which would have allowed for 44 hours of instruction for Club Aspire versus the 10 hours we were able to have after school. If I had 44 hours of instruction, we would have been able to spend more time on each self-regulation learning strategy, which could have influenced my results. Additionally, with more face time, it might have been possible to gain higher buy-in from the students who were resisting.

The knowledge gained through this study about Club Aspire is specific to the community of students I service. Even with a different set of students, from the same school, it is possible that the results could not be replicated. Thus, a limitation of this study is that the results are limited to this study's participants. However, the results will inform future iterations of my intervention.

My position as researcher and teacher made Hawthorn effect and Experimenter effect two possible threats to validity. The Hawthorne Effect is when participants change their behavior because they are aware they are being observed (Plano Clark & Creswell, 2015). The Experimenter effect is when the researcher's personality or character can influence the research (Plano Clark & Creswell, 2015). My role as teacher and researcher, therefore, could have influenced my findings because of my relationship with my students. To combat these two threats to validity, I ran class as consistently as possibly.

Additionally, this was my first semester at the school and as such, the students did not know me any more than they would have known an outside researcher or researcher.

Implications for Research

Club Aspire was created because students needed more support through school and I felt that I could help them become more successful in school. This study was the first iteration of research about Club Aspire. One element that was not considered in this action research study is the student-teacher relationship and how it affects student academic success, their desire to learn and their willingness to take a risk. Future research could address the question of how effective would Club Aspire be if another teacher taught it. Additionally, would a male teacher be more effective in establishing a strong student-teacher relationship with the male students versus the female students.

This study also did not take into consideration whether Club Aspire effects the students' desire to be at school and to sustain their academic endeavors. For instance, future research could address questions such as the following: Does Club Aspire affect students' motivation and/or desire to graduate from high school and college? Does it affect the students identify themselves as learners to the extent to which they identify themselves as college graduates? Do students see value in a college education and how does Club Aspire play a role in their identity as such? These questions could be addressed in future research.

Additionally, within Club Aspire we did not include any type of traditional tutoring beyond the weekly class sessions. Would the teaching of self-regulation strategies be more effective when applied to work the students are currently working on

in their Math and Reading classes? This is a question that could be informed by re-design of the Club Aspire innovation and further research.

Lastly, Club Aspire was created for the lowest academically achieving seventh and eighth grade students. How can we reduce the number of students who are struggling at the level my students are struggling? Would Club Aspire be more effective with fourth and fifth graders? If students learned how to self-regulate earlier, would they continue to lose ground, academically, or would we catch them before they are too far behind, thereby reducing the number of seventh and eighth grade students in Club Aspre. In essence, giving them the learning strategies they need before it is too late.

Implications for Practice

The purpose of this study was to examine the students' perceived effects of Club Aspire. Part of the examination was to identify what the most important elements based on indicators of academic success and students' own perceptions. Co-regulation and the self-regulation process through goal setting were the most important elements that were identified through data analysis and as such, I will be continuing utilizing co-regulation to learn the self-regulation process through goal setting.

While the focus of this study was on my innovation, Club Aspire, ultimately, I only have a very small population of students I work with relative to the entire population of the school. In my reflection, I kept coming back to the general education, middle school classroom. What would school be like if every class utilized co-regulation and taught self-regulation learning strategies and process in their classroom? As we look forward into the next school I would like to take the opportunity to work with the middle

school team to integrate these elements into their classroom. Additionally, within my own intervention class, I will integrate the elements more heavily, including more opportunities for me and students to model through co-regulation. I envision this as multiple small groups working together, one will be teacher led and the other will be student led. Additionally, data analysis showed that the students self-efficacy increased throughout the semester. As a result, the students were persisting through challenges and taking on more difficult challenges by the end of the semester. I will continue to give my students opportunities to find the small wins.

Going forward with Club Aspire I will be making some significant changes. First, I must find a way to motivate my students to buy-in to Club Aspire earlier. If the students are invested, they are likely to exhibit stronger effort and a willingness to take a risk in their learning, as was evidenced in the data. To accomplish this, peer partners may be part of the answer. I am considering pairing a student who fully buy-in to Club Aspire with a student who has not bought-in. While it will not change the student's initial buy-in, the fully invested peer, may influence the other quicker than what was observed with the students who were observed to have no buy-in and no consistent peer partner.

Conclusion

Club Aspire was created to provide the supports students need to help them be successful at school. This study was examining the effects of Club Aspire from the students' perspective. While Club Aspire did not appear to have an effect on academic achievement, there were many elements that were valuable.

The self-regulation process through goal setting was more motivating for the students than I ever expected. As I have reflected on this, I have come to conclude that goal setting was valued by my students because they were deciding what they were aiming at. For middle school students, they are told where to go, when to go and what they are going to do. In Club Aspire, they were deciding what they were going to do and then planned how they were going to get there. Then, my students were in charge of determining if they were successful or not. This process was empowering to them. It gave them something they could control at school, in an environment where they typically have very little say. Additionally, they determined what success was, giving them smaller wins to celebrate throughout the semester and as a result, boosting their self-efficacy.

One of my students said in their interview that being "good" was sitting quietly in class. My student genuinely believes that being a "good" student in his other classes means sitting silently. I find this to be incredibly disheartening. While the research on co-regulation is relatively new, my study demonstrates the value students find from the process of co-regulating with their peers. It is not about having talk time with their friends. The students in Club Aspire showed a desire to work with their peers, to dig deeper and to create a shared understanding. Many of my students shared that they felt that they were the only ones who were needing extra help or the only ones who felt lost. So many of my students said that they appreciated working with their peers because they had an opportunity to share what they know and what they did not know, their partner likely did. Peer co-regulation allows the students to take charge of their learning, to take ownership, which creates a classroom that is anything but quiet.

It is easy to assume that by the time a child reaches eighth grade, they have the basics down. In fact, “they should already know that” is a phrase I have heard from teachers more than once. Reality is that just because the middle school students look big, does not mean they understand how to do everything, just because “they should.” As educators, we cannot assume our students know anything. The majority of my students bought into the idea of Club Aspire because they were learning all the tools they were expected to know in their other classes. In this case, those tools, how to take notes and how to use their notes to study and how to stay on top of their work. Every child has a desire to succeed, to have a reason to celebrate. As educators, we need to meet our students where they are at and give them the tools they need to be successful.

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APPENDIX A

CLUB ASPIRE MEETING AGENDA

APPENDIX A

Club Aspire Meeting Agenda

Time	Task	Description
3:15-3:25	Highs and Lows	A quick check-in, intended to quickly take the temperature of the group, build community and trust.

3:25-3:35	Goal Evaluation	Students will work with their Peer partner to evaluate their goal(s) from the previous week. They will answer the following questions:
		• What was your goal?
		• How successful were you in meeting your goal?
		• If you met your goal:
		  o How do you know you met your goal?
		  o What evidence do you have?
		  o Was your goal challenging enough?
		  o Did you stumble at any point throughout the week and how did they recover?
		• If you were not successful:
		  o What was the major hurdle keeping you from reaching your goal?
		  o Why was this hurdle so challenging?
		  o Did you give up?
		  o What could you do differently in the future?
		
		Students will also evaluate their Daily Plan they are expected to make on our Club Aspire Google Classroom at the end of each school day.
		They will answer the following questions:
		• How many days did you follow through with making your Daily Plan?
		• How effective was your plan?
		  o Did you include all of your responsibilities?
		  o Was it a realistic plan?
		  o Did anything occur that you were not expecting?

		• How successful were you with sticking to the plan? • How might you be more effective in your planning tonight?

3:35-3:55	Self-Regulation Strategy Mini-Lesson	I will teach a mini-lesson on one self-regulation strategy. I will cover the following:
		• The name of the strategy.
		• How the strategy works.
		  o Modeling for them
		• Possible instances they could apply the strategy.
		• Students will discuss as a team:
		  o Other possible applications.
		  o When they could have used it.
		  o When they might use it.
		• Students will fill out the Strategy Sheet as we go through the lesson
		  o The Strategy Sheets will be placed in their binders for use throughout the semester
		  o The strategy will also be placed into our Club Aspire Google Classroom
		  o Students will write when they use the strategy.

3:55-4:05	Goal Setting	Students will work with their Peer partner to write new or revised goals for the upcoming week
		• Revised Goals
		  o Students will revise goals if they were not successful with the previous week's goal(s). This will be based on their evaluation at the beginning of the meeting.
		  ▪ Students will modify the Goal for the upcoming week, specifying what they will do different than they had the week before.
		• Students may add to the previous weeks' goal if:
		  o They felt successful
		  o They were not challenged enough

		- Found their goal to be very helpful in their learning - Students may create a brand new goal New goals will be posted in the Club Aspire Google Classroom
4:05-4:20	Organization & Grade Check	The students, with their Peer partner and I will check the physical organization of their binders, backpacks and folders. The students will also check their grades and post them in the Club Aspire Google Classroom along with any missing work.

APPENDIX B

SELF-REGULATION STRATEGY MINI-LESSON PLAN

APPENDIX B

Self-Regulation Strategy Mini-Lesson Plan

Objective

The students will be able to explain why it is important to stay organized and what they need in order to be organized.

Introduction

- Teacher role plays a student trying to turn in a homework assignment.
    - The backpack is a mess, there is a binder, but crumpled papers stick out every which way, folders are overstuffed Every time the student pulls something out of the backpack, other items fall out
    - "I KNOW I did it! It should be in here!"
- "How many of you have witnessed this or done this?"

Team Discussion

- What are the major issues with being unorganized? (i.e. How does being unorganized negatively affect you?)
    - Can't find anything
    - Lose work
    - Lose complete work
    - Don't know what is due
    - Can't find the directions
    - Missing assignments
    - Negatively affects grades
    - Cant' study due to missing materials or unknown dates
    - Can't keep track of when items are due

- What are different ways one can be organized?
    - Time
        - Due dates
        - Commitments
    - Physically
        - Binders
        - Folders
        - Materials
- What are some things we can do in order to be organized?
    - Use binders and folders to keep track of materials.
        - Have a folder for each class
            - One side for completed assignments, use the other side for unfinished work
            - Keep graded work in a separate folder
        - Use dividers in your binder, one for each class
    - Put materials in the correct places.
        - The extra 10 seconds it takes to find the right folder, put your paper away and return your folder will save you a lot of time in the future.
        - Have a folder for each class
    - Write down when assignments/tasks are due.
        - Include other responsibilities and commitments on the calendar
            - Can be a paper calendar/agenda or an electronic calendar
        - Use device alarms to help remind you when to do homework
        - Create a daily plan to prioritize responsibilities
    - Sticky Notes
        - Use sticky notes to write reminders about assignments and stick onto handout

Strategy Sheet Review

- What the purpose of the strategy sheet is
- How to fill out the strategy sheet
- How to use the strategy sheet

Club Expectation

- To help you with this strategy we will have an organization check every week the last couple minutes of our meeting, some of you may be very organized and for some of you this will be new. We are here to support you.

Student Questions/Comments

APPENDIX C

TIMELINE FOR SELF-REGULATION STRATEGIES MINI-LESSONS

APPENDIX C

Timeline for Self-Regulation Strategies Mini-Lessons

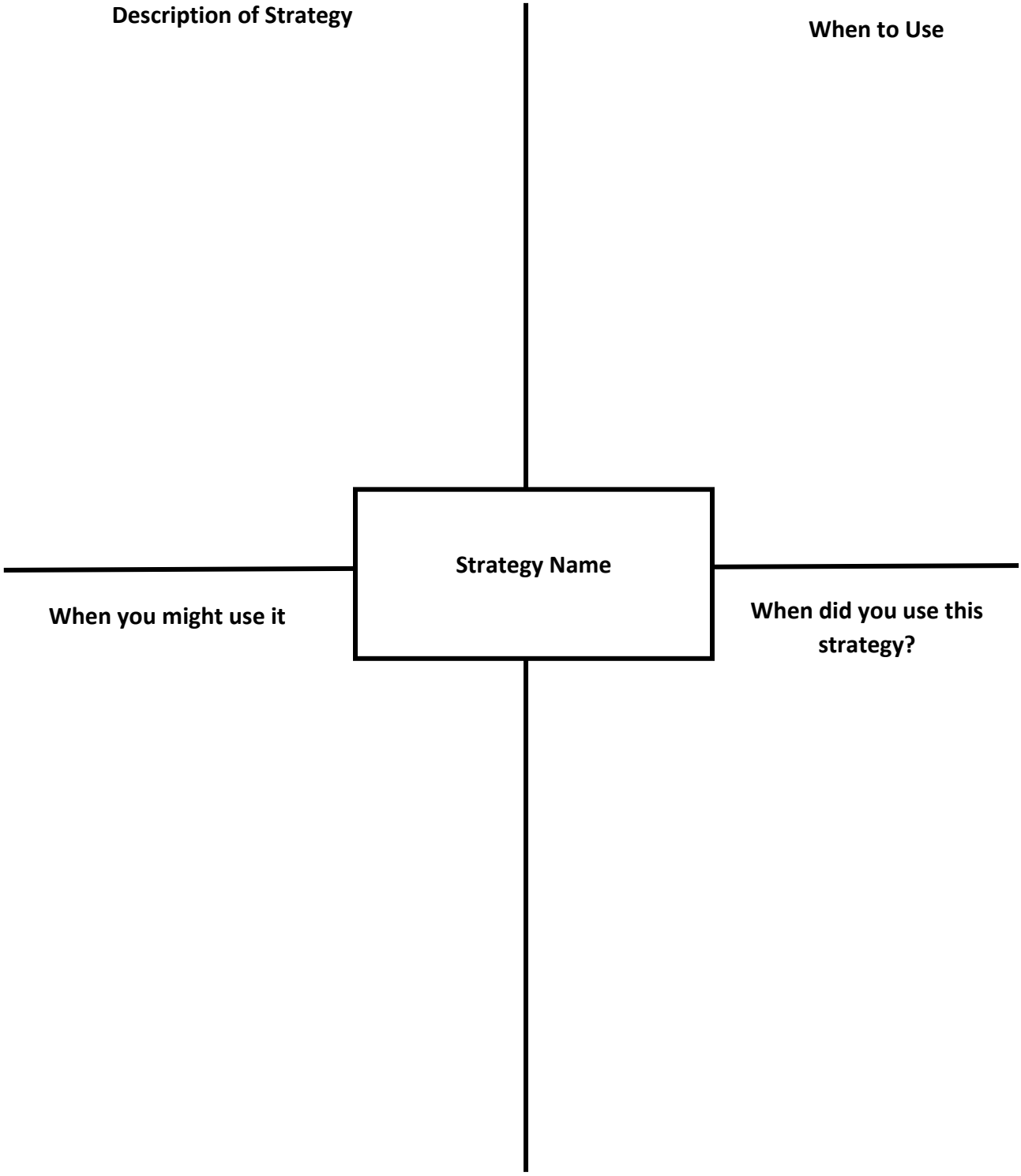
Date	Strategy	Description
September 20/22	Co-Regulation	Basics of collaboration, norms
September 27	Co-Regulation	Goals, the process, how to write them, how to plan for them, how to reflect and discuss them
October 4/6	Organization	Using materials, resources, time and space most efficiently.
October 11/13	Planning & Prioritizing	Determining how to approach assignments and in what order.
October 27	Metacognitive Questioning	What is metacognitive questioning. Types of metacognitive questioning.
November 1/3	Metacognitive Questioning	Questions to ask before, during, after and in specific content areas
November 8/10	Cornell Notes	How to effectively take notes.
November 15/17	Cornell Notes	What to do with your notes after class. Highlighting, summarizing, vocabulary, studying.
November 22	Active Reading	Pre-reading, during-reading and post-reading practices such as, skimming headings, subheading, captions, annotating, identifying main idea, summarizing
November 29/December 1	Outlining	How to create an outline to help with pre-writing or using an outline as notes
December 6/8	Assessment Strategies	Staying calm in an assessment, how to stay focused, read all of the directions, read the question and the answers, underline/highlight main idea, make notes of important information

APPENDIX D

STRATEGY SHEET

APPENDIX D

Strategy Sheet



APPENDIX E

ORIGINAL MSLQ QUESTIONNAIRE

APPENDIX E

Original MSLQ Questionnaire

Bolded questions were included in the Club Aspire Self-Regulation Questionnaire. Please be advised that I did not include Part A of the MSLQ Questionnaire because I did not use it.

Part B: Learning Strategies

32. When I study the readings for this course, I outline the material to help me organize my thoughts.

33. During class time I often miss important points because I'm thinking of other things. (REVERSED)

34. When studying for this course, I often try to explain the material to a classmate or friend.

35. I usually study in a place where I can concentrate on my course work.

36. When reading for this course, I make up questions to help focus my reading.

37. I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do (REVERSED)

38. I often find myself questioning things I hear or read in this course to decide if I find them convincing.

39. When I study for this class, practice saying the material to myself over and over.

40. Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone. (REVERSED)

41. When I become confused about something I'm reading for this class, I go back and try to figure it out.

42. When I study for this course, I go through the readings and my class notes and try to find the most important ideas.

43. I make good use of my study time for this course.

44. If course readings are difficult to understand, I change the way I read the material.

45. I try to work with other students from this class to complete the course assignments.

46. When studying for this course, I read my class notes and the course readings over and over again.

47. When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence.

48. I work hard to do well in this class even if I don't like what we are doing.

49. I make simple charts, diagrams, or tables to help me organize course material.

50. When studying for this course, I often set aside time to discuss course material with a group of students from the class.

51. I treat the course material as a starting point and try to develop my own ideas about it.

52. I find it hard to stick to a study schedule. (REVERSED)

53. When I study for this class, I pull together information from different sources, such as lectures, readings, and mini discussions.

54. Before I study new course material thoroughly, I often skim it to see how it is organized.

55. I ask myself questions to make sure I understand the material I have been studying in this class.

56. I try to change the way I study in order to fit the course requirements and the instructor's teaching style.

57. I often find that I have been reading for this class, but don't know what it was all about. (REVERSED)

58. I ask the instructor to clarify concepts I don't understand well.

59. I memorize key words to remind me of important concepts in this class.

60. When course work is difficult, I either give up or only study the easy parts. (REVERSED)

61. I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying for this course.

62. I try to relate ideas in this subject to those in other courses whenever possible.

63. When I study for this course, I go over my class notes and make an outline of important concepts.

64. When reading for this class, I try to relate the material to what I already know.

65. I have a regular place set aside for studying.

66. I try to play around with ideas of my own related to what I am learning in this course.

67. When I study for this course, I write brief summaries of the main ideas from the readings and my class notes.

68. When I can't understand the material in this course, I ask another student in this class for help.

69. I try to understand the material in this class by making connections between the readings and the concepts from the lectures.

70. I make sure that I keep up with the weekly readings and assignments for this course.

71. Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives.

72. I make lists of important items for this course and memorize them.

73. I attend this class regularly.

74. Even when course materials are dull and uninteresting, I manage to keep working until I finish.

75. I try to identify students in this class whom I can ask for help if necessary.

76. When studying for this course I try to determine which concepts I don't understand well.

77. I often find that I don't spend very much time on this course because of other activities (REVERSED)

78. **When I study for this class, I set goals for myself in order to direct my activities in each study period.**
79. **If I get confused taking notes in class, I make sure I sort it out afterwards.**
80. **I rarely find time to review my notes or readings before an exam. (REVERSED)**
81. **I try to apply ideas from course readings in other class activities such as lecture and discussion.**

Category	Items
Rehearsal	39, 46, 59, 72
Elaboration	53, 62, 64, 67, 69, 81
Organization	32, 42, 49, 63
Critical Thinking	38, 47, 51, 66, 71
Metacognitive Self-Regulation	33, 36, 41, 44, 54, 55, 56, 57, 61, 74, 78, 79
Time and Study Environment Management	35, 43, 52, 65, 70, 73, 77, 80
Effort Regulation	37, 48, 60, 74
Peer Learning	34, 45, 50
Help Seeking	40, 48, 68, 75

APPENDIX F

SELF-REGULATION STRATEGY INVENTORY-SELF-REPORT

APPENDIX F

Self-Regulation Strategy Inventory-Self-Report

Bolded questions were used in the Club Aspire Self-Regulation Questionnaire.

A. Managing environment and behavior

1. I make sure no one disturbs me when I study.

8. I make a schedule to help me organize my study time.

28. I finish all of my studying before I play video games or with my friends.

2. I try to study in a quiet place.

27. I think about how best to study before I begin studying.

16. I try to study in a place that has no distractions (e.g., noise, people talking)

7. I quiz myself to see how much I am learning during studying.

6. I study hard even when there are more fun things to do at home.

24. I tell myself to keep trying when I can't learn a topic or idea.

9. I use binders or folders to organize my science study materials.

21. I tell myself exactly what I want to accomplish during studying.

25. I carefully organize my study materials so I don't lose them.

B. Seeking and learning information

17. I ask my teacher questions when I do not understand something.

14. I try to see how my notes from science class relates to things I already know.

18. I make picture or drawings to help me learn science concepts.

22. I look over my homework assignments if I don't understand something.

3. I think about the types of questions that might be on a test.

4. I ask my science teacher about the topics that will be on upcoming tests.

5. I rely on my science class notes to study.

15. I try to identify the format of upcoming science tests.

C. Maladaptive regulatory behavior

20. I forget to bring home my science materials when I need to study.

11. I avoid going to extra-help sessions in science.

10. I lose important science dittos or materials.

19. I give up or quit when I do not understand something.

26. I let my friends interrupt me when I am studying.

23. I avoid asking questions in class about things I don't understand.

12. I wait to the last minute to study for science tests.

13. I try to forget about the topics that I have trouble learning.

APPENDIX G

CLUB ASPIRE SELF-REGULATION QUESTIONNAIRE

APPENDIX G

Club Aspire Self-Regulation Questionnaire

Bolded questions were added by the author.

Likert Scale

Very true of me, True of me, Somewhat true of me, Somewhat untrue of me, Not true of me, Very untrue of me

Demographic Questions

1. Will you let Mrs. Romero use your answers for her research?
2. What grade are you in?
3. Are you male or female?
4. Do you attend tutoring on a regular basis?

Organization

5. I outline the material to help me organize my thoughts when I am working on classwork or homework.
6. When I study for class, I go over my class notes and make an outline of important ideas.
7. **I use highlighters to help me organize the ideas on my assignment.**
8. **When I am reading, I keep track of my thoughts by making notes in the margins of my reading.**
9. I use binders and folders to organize my study materials.
10. I carefully organize my homework and study materials so I don't lose them.
11. I always remember to take my homework home. (was reversed, made positive)

Metacognitive Strategies

12. When doing classwork, I make up questions to help focus my work.
13. When I become confused about something I'm working on, I go back and try to figure it out.
14. If the classwork is difficult to understand, I change the way I approach it.
15. Before I study new class material thoroughly, I often skim it to see how it is organized.
16. I ask myself questions to make sure I understand the material I have been studying in class.
17. I often find that I have been studying for class, but don't know what it was all about. (REVERSED)
18. I try to think through the assignment and decide what I am supposed to learn from it instead of just completing the assignment for class.
19. When studying for class I try to figure out what I don't understand well.
20. When I study for class, I set goals for myself in order to direct my activities in each class.
21. If I get confused taking notes in class, I make sure I sort it out afterwards.

Peer Learning

22. When I study for class, I often try to explain the material to a classmate or friend.
23. I try to work with other students from class to complete the assignments.
24. When I study for class, I often set aside time to discuss class material with a group of students from class.

25. I often share what I have learned with a friend in class.

Time and Study Environment

26. I make good use of my study time in class.

27. I make sure that I keep up with the weekly assignments for class.

28. I attend school regularly.

29. I always find time to review my notes or assignments before a test. (was reversed, made positive)

30. I make sure no one disturbs me when I study.

31. I make a schedule to help me organize my study time.

32. I finish all of my studying before I play video games.

33. I finish all of my studying before I play with my friends.

34. I try to study in a quiet place.

35. I think about how best to study before I begin studying.

36. I try to study in a place that has no distractions (e.g. noise, people talking).

Rehearsal

37. When studying for class, I read my class notes over and over again.

38. I memorize key words to remind me of important concepts in class.

39. I make lists of important items from class and memorize the lists.

40. I make up a song to help me remember important concepts

41. I use mnemonic devices to help me remember items for class.

42. I use flashcards to help me memorize important facts.

Elaboration

43. I try to relate ideas in one class to ideas in another class whenever possible.
44. When studying for class, I try to relate the material to what I already know.
45. I try to understand the material in class by making connections between the reading and the concepts from the lectures.
46. I try to apply ideas from class activities to other class activities, such as lectures and discussions.

Critical Thinking

47. I often find myself questioning ideas I hear in class in order to decide if I find them convincing.
48. When an idea is presented in class, I try to decide if there is good supporting evidence.
49. I try to play around with ideas of my own related to what I am learning in class.
50. Whenever I read or hear an idea or conclusion in class, I think about possible alternatives.

Effort Regulation

51. When class work is difficult, I give up.
52. **I only complete the easy parts of an assignment when the work is difficult for me.**
53. Even when class work is boring, I manage to keep working until I finish.
54. **When there is a distraction in class, I keep working.**

Help Seeking

55. I ask the teacher to clarify ideas I don't understand well.
56. When I don't understand the work in class, I ask another student in the class for help.
57. I try to identify students in class whom I can ask for help, if necessary.
58. ~~**When I am struggling in class, I choose to go to tutoring.**~~

APPENDIX H

CRONBACH ALPHA SCORES FOR CASRQ

APPENDIX H

Cronbach Alpha Scores for CASRQ

Self-Regulation Category	Number of Items	Cronbach's Alpha
Organization	7	.85
Metacognitive Strategies	10	.84
Peer Learning	4	.83
Time and Study Environment	11	.86
Rehearsal	6	.78
Elaboration	4	.63
Critical Thinking	4	.80
Effort Regulation	4	.78
Help Seeking	3	.72

n=11

APPENDIX I

INTERVIEW PROTOCOL

APPENDIX I

Interview Protocol

Consent Form	Interview consent will be included in parent permission and student assent, which will be signed prior to the start of the study.
Introduction	Good afternoon. Thank you for taking the time to interview with me today. The interview will last for about twenty minutes. The purpose of this interview is to get your thoughts on Club Aspire. Do I have your permission to record the interview? I will be asking you questions about your experience in Club Aspire and your learning. The questions are only the starting point. If you have more to share, please feel free to share. Your feedback will inform my study about Club Aspire and to improve future Club Aspire meetings. If there are any questions you prefer not to answer, you do not have to answer.
Participant Introduction	To get started, please take a minute and tell me about yourself. • What grade are you in? • How old are you? • How long have you attended this school?
Questions	1. How have you changed as a learner since starting Club Aspire? 2. Do you approach your learning differently now than you did before Club Aspire? a. Can you give me a specific example? 3. What has been the most important activities that we did in Club Aspire that help you improve your own learning? 4. If you were going to be in Club Aspire next year, what would you want to improve so that it would be more beneficial for you? a. What advice would you give kids coming into Club Aspire next year? b. How has having and being a Peer partner helped you with your learning? i. Can you give me a specific example? c. How has Google Classroom helped you with your learning? ▪ Can you give me a specific example?

APPENDIX J

CATEGORIES OF SELF-REGULATION STRATEGIES

APPENDIX J

Categories of Self-Regulation Strategies

Category	Definition	Examples
Self-Evaluation	Self-Evaluation is when a student assesses the quality of their work.	• Checks work for mistakes • Compares work to exemplar
Organization	Organizing and transforming occur when a student rearranges material in order to improve learning.	• Making an outline • Highlighting main ideas • Organization of study area • Organization of material and resources
Goal Setting and Planning	When a student sets goals or sub-goals and plans out how to approach a task. This could include sequencing and timing.	• Planning how to approach studying (space, time, approach) and/or a task • Setting goals for tasks
Information Seeking	Seeking information is when students initiate efforts to gather more information from nonsocial sources when taking on a task.	• Going to the library to conduct research • Doing research online
Record Keeping	When a student records events or results.	• Keeping a list of incorrect answer • Taking notes from a class discussion
Environmental Structuring	In an effort to make learning easier, the student will choose or change an environment that will promote learning.	• Working in an isolated room. • Turning off the TV
Self-Consequences	Self-consequences are when a student will reward or punish their self for success or failure.	• Watching their favorite TV show when all their homework done • No TV if homework is not finished
Rehearsing and Memorizing	Practicing repeatedly until the material is memorized	• Writing the formula over and over again, until it is memorized • Using flashcards to practice math facts
Seeking Assistance	When a student seeks assistance from another person, such as peers, teachers or parents.	• Asking a friend for help • Asking a teacher to clarify

APPENDIX K

TIMELINE AND PROCEDURES OF THE STUDY

APPENDIX K

Timeline and Procedures of the Study

Time Frame	Actions	Procedures
September 13	Club Aspire Started	CSARQ was given to guide lessons, but district had not given consent at this point.
September 13-December 15	Club Aspire Meets	• Goal setting • Previous weeks goal evaluation • Mini-Lesson on new strategy • Organization checks • Grade Checks
September 27	Recruit Participants	Meet with Elevate students to: • Introduce my study • Invite participation • Gave letters, consent form and assent form
October 24	Benchmark and	• Collect Data for 2015 Benchmark 1/2 • Collect Data for 2016 benchmark 1 • Collected archived referral data
December 13	Interviews	Conducted interviews with all participants • 3 seventh grade and 5 eighth grade • In a classroom • Was audio recorded • Lasted about 15-20 minutes • Audio recordings will be transcribed
December 23	Referral Data	Collected 2015 and 2016 Referral Data
January 10	CASRQ	CASRQ • Intervention students will complete during Club Aspire meeting
March 10	CASRQ	CASRQ • Non-Intervention students completed CASRQ during lunchtime
March 17	Benchmark Scores	Collect 2016 Benchmark 2 scores for all Elevate students