

# Design Project Summary: Max

**Megan McVannel**

CEP 802 – Dr. Oka

December 5, 2014

# Meet Max

- First Grade student
- Six years old
- In my First Grade class with twenty total students
- Intelligent, capable of accomplishing the First Grade curriculum in terms of academic ability
- Does not find the value in the tasks he is presented with

# Meet Max

- Likes to be busy
- Likes to work with his hands
- Interested in drawing verses writing
- Struggles sitting and completing seatwork
- Struggles with on task behavior during seatwork
- Is distracted and distracts others during seatwork
- Works well when working one-on-one with adults

# Classroom Environment

- Small classroom
- Students sit among four tables
  - Four – five students per tables
- Max sits at an individual desk called Table 5
  - He chose to go here earlier to be less distracted by others
  - He's tried going back to other tables, but is still easily distracted and causes distractions
- I am the one teacher
- Aides: Classroom aide for 45 minutes every afternoon and now Max has a one-on-one aide assigned to him for 45 minutes each morning

# TARGET Analysis

- ▣ **Task:** variety of tasks throughout the day; giving Max variety in how he completes tasks
- ▣ **Authority:** choices given to Max to appeal to his interests and pacing
- ▣ **Recognition:** work displayed that Max selects and is proud of
- ▣ **Grouping:** Max sits at an independent table while other students sit in groups
- ▣ **Evaluation:** Feedback is given and students are allowed to redo assignments
- ▣ **Time:** Max is allowed to work at his pace within a given timeframe; i.e. work must be completed in the morning or afternoon.

# Intervention

- *Max does not find the value in seatwork. He tries to control his situation during seatwork time and typically is off-task. This plan will...*
  - Work with Max to set class wide and individual learning goals
  - Release control to give Max more choice during seatwork time

# Creating Goals

- Pinpoint areas Max already sees the value in and does not yet see the value in with a *Task Value Questionnaire*
  - Max will fill in the following faces for each statement



1. I understand the value of reading by myself.
2. I understand the value of picking out just-right book.
3. I understand the value of listening to a book when it is read-aloud.
4. I understand the value of practicing addition.
5. I understand the value of practicing subtraction.
6. I understand the value of writing.
7. I understand the value of learning about rules at school and in the community.

# Creating Goals

## ■ *Task Value Questionnaire* continued.

- 8. I understand the value of Science experiments.
- 9. I understand the value of working in my Science journal.
- 10. I understand the value of illustrating.
- 11. I understand the value of neat handwriting.
- 12. I understand the value of listening.
- 13. I understand the value of working alone (independently).
- 14. I understand the value of working with others.

# Creating Goals

According to Wentzel and Brophy (2014), goals are important as they draw students' attention and focus to the point of the task at hand (p. 233-234).

# Creating Goals

- Clearly state and discuss Learning Targets
- Discussing Learning Targets will allow for rich conversations about what students can gain from activities
- *Max loves applying skills he learns – just not the work that goes into acquiring them – but Learning Targets put all of these pieces together for Max so he can see how the work leads to the skills he acquires!*

# Creating Goals

*“You can induce appreciation for a topic or activity by explaining why students should value it,” Wentzel and Brophy (2014) p. 87.*

- Max will set individual goals based off of the daily targets with his teacher or aide
- This will occur daily
- Max will pick one skill he can work on during seatwork to help him meet his goal – he will write it or draw it in a notebook
- Max will check in at the end of his morning and afternoon session with his teacher or aide to discuss his success
- His notebook will become a toolbox of behaviors to help him meet is Learning Targets – this will help him realize they are obtainable goals

# Control

- Max's need for self-determination will be met

- *Stipek discusses*

*the value of giving “students as much discretion as they can handle,” (p. 187).*

# Control

- Allow Max to work within a given time-frame (morning session and afternoon session) at his own pace
  - It's crucial to discuss the value of tasks and his goals in order to help Max start
- Daily menu will be given to Max
  - Max may complete according to his own discretion

# Control

- Daily menu will allow for:
  - Individualized activities to meet Max's interests and needs
    - Interest: Cars
    - Needs: Shortened assignments
  - Choice in how to show knowledge:
    - Writing, illustrating, creating a model

*“Workers tend to enjoy jobs that include a variety of tasks that provide opportunities to use a variety of skills, but not jobs that involve constant repetition of the same task. Students show the same preferences,” Wentzel and Brophy (2014) p. 91.*

# Further Notes

- Max will work with individual goals and control, but will still participate in class wide activities at his discretion such as voting or the discussion of Learning Targets.

# Expectations and Conclusions

- Max has made gains with goal setting and taking more control, but his behavior can be inconsistent
- With more individual goals, the hope is he will become more consistent with on-task seatwork behavior

# References

- Stipek, D. (2002). *Motivation to Learn: Integrating theory and practice* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Wentzel, K. R., & Brophy, J. (2014). *Motivating students to learn* (4<sup>th</sup> ed.). New York: Routledge.