

# Top 10 Student Outcomes

Identified by teachers who taught **self-regulation**

1. Improved student responsibility
2. Improved ability to set realistic goals, monitor progress, and evaluate results
3. Improved understanding of relationship between specific actions and progress
4. Increased sense of control and awareness of their academics
5. Improved academic achievement
6. Increased reflection on successes and areas for improvement
7. Improved homework completion
8. Improved time management/organization
9. Improved social interactions
10. Increased engagement in course content

# Course-Specific Outcomes

Identified by teachers who taught **self-regulation**

- **Science:** 98% of 8<sup>th</sup> graders earned a B or higher on a project; students improve test scores; students that missed class integrated back in better
- **Language Arts:** Students increased engagement, wrote higher quality sentences, turned in more work on time, willfully revised writing; they felt more confident and less stressed about completing a final essay
- **Art:** Quality of work, grades, and engagement in course content improved
- **Math:** Grades improved; students were able to accurately predict how long assignments would take to complete; independence increased
- **Social Studies:** Test scores improved; more students turned in projects on time; students better understood historical events
- **Physical Education:** Students became more proactive and improved self-confidence; increase in engagement and decrease in unsafe behaviors
- **World Language:** 90% of students earned a C+ or higher on the final exam
- **Special Education:** Students' organization and time on task improved; 50% of students with behavior disorders dramatically decreased their use of the F-bomb

# Research on self-regulation

## Adolescents who lack self-regulation are:

- Less likely to successfully manage time, effort, and environment to complete tasks efficiently
- Less likely to be able to identify specific barriers that are keeping them from completing tasks/achieving goals

## Students' development of self-regulation:

- Promotes their autonomy and increases their sense of responsibility for their own learning
- Reduces likelihood of unhealthy behaviors, including substance use
- Empowers them to recognize and address their own mistakes
- Supports their self-efficacy development

Providing **instruction & practice** to teach self-regulation prepares students to:

- Become active participants in their learning
- Be more engaged and motivated in class
- Get better grades and learn more
- Plan for continuing education beyond high school
- Resist distractions and apply specific strategies to successfully complete tasks/achieve goals
- Understand both *how* to use self-regulation and *why* they should
- Better understand the process of learning and determine if learning has occurred

(Abar & Loken, 2010; Bembenutty, 2009; Carrol et al., 2009; Cleary & Chen, 2009; Cleary & Zimmerman, 2004; de Bruin, Thiede, Camp, & Redford, 2011; Dignath, Buettner, & Langfeldt, 2008; Duckworth, Grant, Loew, Oettingen, & Gollwitzer, 2011; Duckworth, White, Matteucci, Shearer, & Gross, 2016; Hardy, 2006; Komarraju & Nadler, 2013; Meyer & Turner, 2002; Nota, Soresi, & Zimmerman, 2004; Panadero, Tapia, & Huertas, 2012; Pintrich, 1999; Ramdass & Zimmerman, 2011; Scholer, Ozaki, & Higgins, 2014; Ursache, Blair, & Raver, 2012; Zimmerman, 1986; Zimmerman, 2000; Zimmerman, 2008; Zinsser, Bunker, & Williams, 2006)