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AERA SSRL SIG Times Magazine

October, 2019

Volume 2, Issue 8

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TEACHERS AS SELF-REGULATED LEARNERS AND SELF-REGULATED TEACHERS: REFLECTIONS ON PROFESSOR DANIEL C. MOOS' 2019 AERA SSRL SIG BUSINESS MEETING KEYNOTE ADDRESS

GUEST EDITOR: MR. CHARLES RAFFAELE

"SRL processes are teachable, and explicit SRL instruction leads to increases in academic performance and motivation." (Moos, 2019)

Inside this issue

Guest Editor: Mr. Charles Raffaele..... 2
Dr. Stuart A. Karabenick.....3
Dr. Héfer Bembenutty 4-6
Mr. Mark Amoroso 7
Ms. Manijeh Hart 8
Ms. Valia Ahmed 9
Ms. Melissa Quackenbush & Dr. Linda Bol.10
Dr. Sean Adcroft 11
Dr. Bracha Kramarski, Ms. Orna Heaysman, & Dr. Yafit Moradoff 12-13
Response: Dr. Daniel C. Moos 14-15

October 2019 Volume 2, Issue 8
AERA SSRL SIG Times Magazine

Message from the Guest Editor
Reflections on Dr. Daniel C. Moos' 2019 AERA SSRL SIG Keynote Address — *Teacher as Learner: The Missing Ingredient for Integrating Self-Regulated Learning in the Classroom?*

Mr. Charles Raffaele
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Welcome to the October 2019 Times Magazine issue of the American Educational Research Association (AERA) Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG). This issue is framed around the keynote address which Dr. Daniel C. Moos gave this year at the SIG's meeting during the AERA annual conference. Moos brought our focus to a fundamental issue in his address, entitled *Teacher as Learner: The Missing Ingredient for Integrating Self-Regulated Learning in the Classroom?* (viewable at https://ssrlsig.org/2019/06/27/dr-moos-2019-ssrl-keynote-speech-teacher-as-learner-the-missing-ingredient/).

The practical application of our massive body of research on self-regulated learning (SRL) depends on the efforts of those such as Moos, and other researchers and practitioners who heed the call for moving forward on this issue. Moos' address has generated substantial dialogue, as seen in the diverse viewpoints on this Times Magazine issue.

Moos suggested that what has been missing in SRL implementation in classrooms is the teacher, particularly the teacher as a learner. Teachers need to learn best practices of SRL, learn that SRL *can* be taught to students, and learn how to teach SRL most effectively. Moos is convincing in this point due to his drawing from both substantial personal experience as a sixth-grade teacher and substantial research he cites on the topic. When he used to teach sixth grade, he had the challenging experience of attempting to teach children how to highlight as they read.

Mr. Charles Raffaele is a doctoral candidate in the Ph.D. Program in Educational Psychology at The Graduate Center, City University of New York, an instructor at Queens College, and a writing across the curriculum fellow at Queensborough Community College. He is currently at work on his dissertation, entitled *Effects of Redundancy of Multimedia Instruction on Spanish Reading and Listening Skills.* His interests include second language learning and game-based/playful learning.

In terms of research Moos cites, he noted how teachers often have beliefs and knowledge not supportive of SRL, as they often believe SRL cannot be taught and do not know how to teach it well. As such, Moos called the field of SRL to increase their focus on the teacher as a learner, so that the efforts may lead by turns to the success of students in implementing SRL on a full scale. Moos' address has a commendable purpose, comprehensive underpinning, and significant potential effects to come.

Some of those significant effects have already been brewing, as a slew of researchers, teachers, and administrators has begun to discuss the topic Moos put forth. In the present issue, several individuals contributed to the discussion and thus enriched its value and perspective, as Moos notes in his response here.

For one, there are teachers' contributions. Amoroso gives a personal narrative of the kinds of multifaceted demands teachers face. Amoroso also indicates how the goals Moos laid out may be worked towards with caring for students and adapting based on one's witnessing them succeeding or failing at schoolwork. Ahmed harps on the lack of understanding of SRL many teachers have, and she suggests that greater emphasis on SRL in teacher education programs could ameliorate this dearth. Hart spells out real and manageable ways SRL may be fostered in classrooms. Thus, teachers note the challenges, but also promise and actual feasibility of teaching SRL to students.

Researchers in SRL have also contributed to the present Times Magazine. Karabenick echoes Ahmed in emphasizing the lack of SRL focus in preservice curricula, and echoes both Amoroso and Moos in delineating myriad responsibilities teachers have to juggle, which get in the way of teaching SRL. Karabenick concludes by suggesting optimism that Moos' efforts here will cause improvement in this state of affairs. Bembenutty describes how Moos' keynote address links with a proliferation of the *cyclical self-regulated learning culturally proactive model*, given recent significant advances in the field of SRL and its application to a modern and future pluralistic society.

Quackenbush and Bol discuss the full breadth of Moos' statements, seconding his assertions and incorporating corroboratory evidence from Quackenbush's prior experience as a public school administrator. Adcroft reflects on how he tried to instill SRL habits in middle school students. He also describes ways he can currently help teachers promote SRL, through his two positions in tandem as Director of Technology of a K-12 school district and teaching a course to preservice teachers on integrating technology into their classrooms. Indeed, Moos had indicated the potential use of technology in helping the teacher promote SRL. Kramarski, Heaysman, and Moradoff provide specific studies they have performed on teachers' dual roles (the *teacher role* and the *learner role*), including how teachers can be effectively taught about SRL beliefs and techniques using role play.

Taken together, these research (and administration) perspectives discussed in this issue indicate the power had by those who influence teachers to promote teachers' implementation of SRL, though also the fact that the buck stops with the teacher. As Moos indicated, the field has a considerable corpus of research on the value of SRL, but our efforts to successfully instill positive teacher beliefs and knowledge of SRL are what will then make the difference in our students' lives. Luckily, as we see from the researchers' perspectives here, those efforts are underway.

Moos' landmark keynote address has sparked much discussion, some of which is seen in this SSRL SIG Times Magazine issue, and excitement is generated regarding what the next step will be with this movement. Will further high-profile journal articles be published documenting and analyzing the teacher as learner of SRL? Will high-level administrative regulations be altered in schools and teacher-training programs to better incorporate findings that SRL is teachable and how it is best taught? Will teachers and researchers pass the information in this discussion among each other, by word of mouth, and so influence other individuals with the power to take steps in this direction? The choice is up to all individuals concerned with the well-being of all children and teaching effectiveness, who stand here at the brink of students learning SRL in a more comprehensive and widespread way than ever before. All we have to do is check the reasoning and facts here, and then we will know it is time to take that leap.

"Our efforts to successfully instill positive teacher beliefs and knowledge of SRL are what will then make the difference in our students' lives."

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Review of Dr. Daniel C. Moos' Keynote Address at the Studying and Self-Regulated Learning SIG Meeting

Dr. Stuart A. Karabenick
University of Michigan

Successful keynotes discuss issues that truly need foregrounding. Dr. Daniel C. Moos met the test with his 2019 AERA SSRL SIG presentation, entitled *Teacher as Learner: The Missing Ingredient for Integrating Self-Regulated Learning in the Classroom*? The message — that self-regulated learning (SRL) in the classroom is either insufficient or absent, and thus, unlikely to provide its known advantages for student learning. That much is abundantly clear.

Moos stressed that the teacher as learner is "the missing ingredient in a self-regulated learning classroom." Teachers are unprepared in no small part because SRL is not a priority in preservice curricula. That reality may partially explain the factors Moos highlighted, including that teachers have limited awareness of the effectiveness of SRL strategies and metacognitive awareness and control, and the belief that SRL does not need to be explicitly taught.

Moos also listed many demands that produce the cognitive overload endured by beginning teachers. Those demands include the need to: apply lesson plans that meet the diverse needs of students; identify and manage external and internal distractions; identify and address students' verbal and nonverbal cues; and monitor students' level of attention. Teachers do all these tasks while assessing prior knowledge. Not to mention requirements to teach the content prescribed by the subject-specific pedagogy (i.e., actually teach math, history, and science).

Given these challenges and constraints, Moos asks, is there a well-defined pedagogy for teaching SRL? Is it domain-specific? Would it support coregulation? How do you evaluate SRL support in the classroom? As such, Moos summarized the challenges quite well and some ways to address them. Those wishing to familiarize themselves with the extensive literature on SRL in the classroom are strongly advised to begin with Moos' 2012 *Educational Research International* review article with Alyssa Ringdal, which covers theoretical, methodological, and practical implications of the literature to that point.

One statement from that article continues to echo in the literature — "Teachers who are incapable of self-regulating their learning and/or do not hold personal beliefs that students can engage in SRL are less likely to support the development of these capabilities in the classroom." Certainly, Moos' enthusiastic contribution will increase the likelihood that preservice and inservice teachers are schooled in their SRL capabilities and thus their ability and willingness to transmit SRL capabilities to the classroom.

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Dr. Stuart A. Karabenick received his PhD in Personality and Developmental Psychology from the University of Michigan and is currently Research Professor Emeritus in the Combined Program in Education and Psychology (CPEP). He is also professor emeritus of psychology at Eastern Michigan University. His research interests focus on student and teacher motivation and self-regulated learning, especially students' use of and access to helping resources and social networks, as well as the study of cultural influences on learning and motivation.

"Help seeking has been acknowledged as an important adaptive SRL strategy for more than three decades. And since the 1980s, an extensive body of theoretical and empirical work has shed light on many aspects of this critical learning strategy, including the different types of help, the help-seeking process, the competencies required, the sources of help, and the person and situation factors related to seeking help...Unfortunately, many classrooms may constrain the application of these practices due to such practical limitations as time, the need to cover the material, or having to content with a large number of students. Moreover, teachers themselves may hold maladaptive beliefs and attitudes toward help seeking by themselves as well their students."
Karabenick & Gonida (2018)

No Teacher as a Self-Regulated Learner Left Behind: A Cyclical Self-Regulated Learning Culturally Proactive Model

Dr. Héfer Bembenutty, *Queens College*

In many ways, Moos' keynote address marked a significant transition for the *self-regulated learning science*, and this special issue of Times Magazine highlights the new directions. Moos provided empirical evidence supporting that effective self-regulation of learning (SRL) affects achievement and motivation and that SRL processes can be explicitly taught during regular instruction. Moos emphasized that despite these findings, the teacher as learner could be the missing ingredient in a self-regulated learning classroom.

Moos posited that teachers have limited support for developing strategies and tactics in the classroom, have limited growth in SRL knowledge, and have limited awareness of the effectiveness of SRL strategies. He also argued that teachers' beliefs, such as that SRL does not need to be explicitly taught, SRL skills are acquired naturally, and SRL is not of relevance to all students, are factors that showcase teacher as learner as the missing ingredient in a self-regulated learning classroom. Moos has skillfully signaled some of the foundations impairing major SRL paths. In other words, no teacher as a self-regulated learner should be left behind.

Teachers are in prominent positions to promote SRL among their students. Teachers help students to believe in themselves by teaching them with their lives, by giving students the gift of their support and guidance, and by modeling for them that they can achieve excellent outcomes. Teachers shape students' lives and could enhance their self-efficacy beliefs. In a significant way, who students are and their futures are influenced by their teachers. Teachers help students to reach impossible dreams. That is why no teacher as a self-regulated learner should be left behind.

The tide is now turning in terms of SRL implementation in the classroom. This is due to the work of Moos and his address as well as others, such as the *cyclical self-regulated learning culturally proactive model* (Bembenutty, 2019; White & Bembenutty, 2014, 2016), Bonner and Chen's (2019) *four-stage framework for classroom management* (CA:SRL), Butler, Schnellert, & Perry's (2016) *integrative model of self-regulation*, Cleary's (2018) *thinking in the language of strategies model*, and Kramarski's *model of teachers' dual self-regulation roles as learners and as teachers* (Kramarski, 2017; Kramarski & Kohen, 2017; Kohen & Kramarski, 2017).

Classroom instruction is shifting from teachers focused primarily on content knowledge, classroom management, and standardized testing to the cyclical self-regulated learning culturally proactive classroom. New books on SRL reveal this new transition (e.g., Bondie & Zusho, 2017; Bonner & Chen, 2019; Butler, Schnellert, & Perry, 2016; Cleary, 2018; DiBenedetto, 2018; Greene, 2017; Schunk & Greene, 2018; White & DiBenedetto, 2015). For instance, Bonner and Chen's (2019) CA:SRL model connects processes of classroom assessment (CA) and Zimmerman's cyclical self-regulated model (SRL) with an emphasis on the three cyclical phases focusing on intentional learning. They reveal the importance of an interactive cycle of learning, doing, and assessing in which students' performance and self-checks interact with teacher instruction, and with monitoring at checking points. Inspired by the experiences of actual classroom teachers, they provided case studies which showed how classroom assessment can be cyclically integrated with SRL in English Language Arts, mathematics, and music classrooms.

In the *cyclical self-regulated learning culturally proactive model*, each student is responsible for their learning and teachers are agents facilitating the process of learning while crafting positive classroom environments in which students are guided by the core values of equity, diversity, social justice, and inclusion in a pluralistic society. Table 1 contains descriptions of the components of the cyclical self-regulated learning culturally proactive model.

Table 2 represents the cyclical phases of self-regulation aligned with self-regulation processes and lesson components within the cyclical self-regulated learning culturally proactive model. Table 3 illustrates those alignments. The forethought, performance, and self-reflection phases of self-regulation, ingrained within a culturally proactive pedagogy, delineate paths to successful learning and performance that when integrated into the regular instruction and curriculum could produce positive academic outcomes. To illustrate, when teachers discuss lesson objectives, students could identify their goals and select strategies to reaching those goals. During independent practice or group activity, students could monitor their progress and sustain delay of gratification. While assigning homework, teachers could remind students to select a place without distractions while completing the homework and students could write goals about when, where, and with whom they plan to complete the homework.

While Moos claims that the teacher as learner may be the missing ingredient in a self-regulated learning classroom, efforts have been made to emphasize SRL in the classroom. Although it is still working with small steps, the research is being translated to curriculum, professional development, and instruction that are reaching inservice and preservice teachers. SRL instruction has attained a significant momentum, but we cannot let even the skies limit SRL's impact on teachers and students. What we have reached is not good enough, and it is time to move on to the point in which both teachers and students interact in order to reach mutual goals.

The teaching profession is undergoing one of its most profound changes in research years, and SRL needs to be at the vanguard of that transformation. Teachers can no longer be content to have solid content knowledge or classroom management skills; instead, they need to be self-regulated and have the knowledge, skills, and disposition to help children acquire and master SRL skills.

Teacher education programs and school leaders could encourage the participation of preservice and inservice teachers in the improvement of SRL skills. PreK-12 and college students should be involved daily in setting goals, selecting strategies, assessing their self-efficacy beliefs and motivation, and monitoring and evaluating their academic progress. Students could regularly contribute to the selection of curriculum. More research is needed to address the needs of building leaders, school psychologists, counselors, and parents for our society to continue having students and teachers who are agentic, culturally proactive, strategic, and self-regulated learners. In this way, if we aspire that no child left behind, we need to focus on no teacher as a self-regulated learner be left behind.

Dr. Héfer Bembenutty is an Associate Professor in the Department of Secondary Education and Youth Services at Queens College. His research focuses on the development and applications of self-regulated learning, self-efficacy, and academic delay of gratification among teachers, teacher candidates, and students.

Continued on next page. References are available upon request.

No Teacher as a Self-Regulated Learner Left Behind...

Dr. Héfer Bembenutty, *Queens College*

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Table 1. Components of the Cyclical Self-Regulated Learning Culturally Proactive Model

Component	Teachers	Students
Cyclical	Target learning objectives in phases involving forethought, performance, and self-reflection; support students' development of an understanding of content and skills through phases of learning; adapt based on feedback, self-reflection, and outcomes.	Pursue instructional as well as self-identified goals in phases, starting with forethought and initiate a loop once reaching a self-reflective phase and adapt based on feedback, self-reflection, and outcomes.
Self-Regulated Learning	Engage in self-directed actions, behavior, and self-reflection to master content and to reach important professional goals; build students' understanding of valuable content knowledge; build and support academic skills.	Assess own motivation, set goals, select and monitor strategies; reflect on self-understandings of essential content knowledge; progress toward mastering academic skills.
Cultural	Engage in more than a responsive or attaining cultural pedagogy toward own understanding and supporting students' development of mastering the content curriculum; instead, adopt an open disposition toward diversity, equity, inclusion, and social justice to build a classroom environment conducive to freedom, democracy, self-identity, and self-exploration.	Adopt a cultural disposition of the vital relationship between personal beliefs and attitudes that impacts how personal matters and learning are approached in the classroom and the diverse and pluralistic society at large.
Proactive	Initiate and sustain a process-oriented perspective of self-regulation by generating action and behavior as a learner and as teacher in the classroom imparting instruction.	Adopt self-directed and self-initiated perspectives to reach important academic goals; follow constructive guidance in the classroom; utilize key proactive sources of self-regulated learning such as goal setting and delay of gratification.
Pedagogy	Believe that effective classroom learning begins by taking charge of own learning, engaging in cognitive strategies, metacognition, behavior, and motivation while adopting a diverse and cultural perspective of the relationships between conceptions of learning, context, and the use of learning strategies.	Approach classroom instruction with a proactive, goal-directed, reflective, self-control of behavior, motivation, and cognition for mastering academic tasks.

Table 2. Phases of Self-Regulation Aligned with Self-Regulation Processes and Lesson Components within the Cyclical Self-Regulated Learning Culturally Proactive Model

Self-Regulation Phase	Self-Regulatory Process	Lesson Component
Forethought Phase	Goal setting Learning strategy Self-efficacy Intrinsic motivation	Aim Lesson Objectives Instructional and Learning Materials Orienting Students to Lesson (Do Now/Motivation)
Performance Phase	Self-monitoring Self-efficacy Delay of gratification Help seeking	Whole-Class Instruction Guided Practice/Providing Feedback Independent Practice (Group work)
Self-Reflection Phase	Self-satisfaction Self-evaluation Attribution Self-efficacy Delay of gratification	Evaluation of Learning and Assessments Closing Activities Homework

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No Teacher as a Self-Regulated Learner Left Behind...

Dr. Héfer Bembenutty, *Queens College*

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Table 3. Applications of the Phases of Self-Regulation Aligned with Self-Regulation Processes and Lesson Components within the Cyclical Self-Regulated Learning Culturally Proactive Model

Self-Regulation Phase	Lesson Components with Examples of How Teachers and Students Could Implement Self-Regulatory Processes during Each Lesson Component in an English Language Arts Class
Forethought Phase	**Lesson Objectives** Teacher: "Students will be able to use the Read, Envision, Analyze, and Discuss (R.E.A.D.) strategy to closely read, study, and discuss texts…" Student: Will write her personal goal for this lesson on her notebook (***goal-setting***). "After reading the text, I will write three paragraphs discussing the text." Student: Will identify a strategy she will use in order to complete her goal (***learning strategy***). "I will use mnemonics to assist me in remembering the information." Student: Will assess how confident she is that she can complete the task (***self-efficacy***). "I will judge my confidence level. For this task, my confidence level is 7 out of 10."
	Instructional and Learning Materials Teacher: "*Collections* Textbook: From *Love's Vocabulary*, an essay by Diane Ackerman." Student: "Do I have a copy of the *Collections* Textbook: From *Love's Vocabulary*, and a dictionary?"
	Orienting Students to Lesson (Do Now or Motivation) Teacher: "What is love? Can you relate to this idea of love?" Student: Will assess her level of intrinsic motivation to complete their goal (***intrinsic motivation***). "I will judge my motivation level. For this task, my motivational level is 7 out of 10."
Performance Phase	**Whole-Class Instruction** Teacher: "R.E.A.D. the first paragraph aloud, asking students to follow along. Show dictionary use for unfamiliar words, and make annotations." Student: Will check whether her selected strategy is helpful. (***self-monitoring***)
	Guided Practice/Providing Feedback Teacher: "Teacher will circulate the room to observe students' notations." Student: Will assess her level of confidence in light of the feedback from the teacher. "For this task, my confidence level is 8 out of 10." (***self-efficacy***)
	Independent Practice (Group work) Teacher: "Remind students to focus their attention to R.E. and to use the dictionary for unfamiliar words, and make annotations." (***delay of gratification***) Student: Will use this strategy to read the texts of this unit carefully. Student: Will ask the teacher to help her to understand an image in the text." (***help seeking***) Student: Will check the effectiveness of my strategy while completing this task. ***(self-monitoring)*** Student: Will assess my **self-efficacy beliefs** by rating how confident I am that I can complete this task. "For this task, my confidence level is 9 out of 10." (***self-efficacy***)
Self-Reflection Phase	**Evaluation of Learning and Assessments** Teacher: "Students' answers to questions 1 and 2, on page 170 of the *Collections* textbook will provide the teacher with data as to who understood the text." Student: Will assess her level of confidence in light of the feedback from the teacher. "For this task, my confidence level is 10 out of 10." (***self-efficacy***) Student: Will assess the level of satisfaction at the completion of today's task ***(self-satisfaction***). "For this task, my satisfaction level is 10 out of 10." (***self-satisfaction)*** Student: Will evaluate how well they did. "For this task, I reached my goals well." (***self-evaluation***). Student: Will identify the cause of the success (or difficulty) of the completed today's task (***attribution***). "For this task, I was successful because I selected the correct strategy." ***(attribution)***
	Closing Activities Teacher: "Have two students share aloud their answers to questions 1 and 2." Student: Will share with the class her understandings of the text to receive more feedback.
	Homework Teacher: "In the 3rd paragraph of *Love's Vocabulary*, Diane Ackerman praises Love's strength through personifications, in lines 28-33. Take one of these personifications and elaborate in the form of a short, short story, short poem, quick artwork, or short essay." Students will be given specific cognitive, motivational or behavioral strategies about how to secure a successful completion of the homework (e.g., Write the homework on your weekly planner; Turn off your cell phone, internet, and TV while working on the homework)." Student: "Will write the homework on my weekly planner, turned off my cell phone, internet, and TV while working on my homework." ***(delay of gratification)***

October 2019 Volume 2, Issue 8
AERA SSRL SIG Times Magazine

Being a Learner while Being a Teacher: Cultivating a Self-Regulated Classroom

Mr. Mark Amoroso
New York City Teacher & Queens College, CUNY

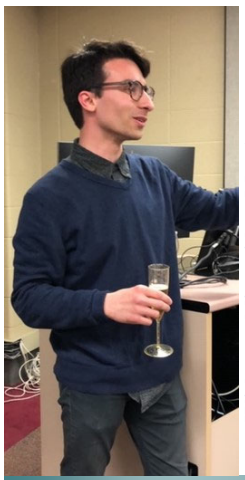
Dr. Daniel C. Moos' keynote address at the American Educational Research Association, entitled *Teacher as Learner: The Missing Ingredient for Integrating Self-Regulated Learning in the Classroom?* promotes an essential topic of discussion. Moos began his talk focusing on how pre-service teachers learn and implement self-regulated learning (SRL) during their studies in student teaching, and how they apply what they learned in their classrooms.

Moos described which strategies are used in teaching programs to help develop teacher candidates and how this progress is measured over time. Moos explained that first-year teachers are swamped by the hardships that occur over the school year, which contributes to disengagement with the belief that a self-regulated classroom is an obtainable goal in teaching. It is important here to emphasize that Moos posited that SRL *is* teachable as well as possible when teachers are motivated to learn and are capable of implementing SRL in the classroom.

I agree with Moos' theme of the teacher as learner being a missing ingredient in the classroom because learning is a process that goes beyond mastery of a particular discipline. In his address, Moos described a note-taking activity that he had done years before with his sixth-grade class. This was a perfect example of expectations *vs.* reality in a lesson plan, and how we need to prepare students with the skills needed in the classroom to produce work that makes them grow and develop in life. This, keeping in mind that we must also create a bond in the learning experience in the 45 minutes we have with the students throughout each school day. The dreaded line many teachers shout in class, "You should know this" has haunted me from my early childhood until now – we can do better.

The mastery of our subject's topics should not stop us from continuing to learn different teaching methods or learn from others what we want to share in a lesson. We have to be more conscious of the methods we use to help students learn (which also very much change from period to period and year to year). As educators, we have to take time to reflect on the progress of our students as well as our progress.

Moos mentioned the subject-specific education performance-based assessment (edTPA), a capstone project for student teachers that includes evaluation of their performance in SRL. In my approach to this evaluation while going through the edTPA, as I reviewed my footage of more than two days of my teaching, I noticed something. I noticed that some students in my classroom would be working diligently on the material, but without understanding the task well. When I saw this, I began to think about how I must actively learn what the students need in each lesson for successful learning to take place. What was required in my instruction was to have an approach to teaching that was more reflective in how I asked questions in class and tried to approach lessons in a meaningful way. This would lead the students to discover new ways to learn material successfully.



With sparkling cider, Mr. Amoroso delivered the *Toast for Being a Self-Regulated Learning Teacher*

Having to be a learner while being a teacher is a genuine truth for me. As a person who is entering his first year as a Social Studies teacher as of writing this piece, I walked into my classroom the other day before the start of this academic year, saw 32 empty seats, and had a sense of being overwhelmed. However, I also realized that teaching and learning are processes that go hand in hand. Before I reached this point, I was a teacher candidate in Queens College's education program: a 2-year program that includes in the first year observing an array of teachers who have different teaching styles in your field of study. In the second year, teacher candidates are placed either in a middle school or high school for the first half of the year and then moved on to whichever grade level they have not taught.

Mr. Mark Amoroso is a graduate of Queens College. He is a certified Social Studies high school teacher in New York City.

On my first day of student teaching, I was told about the differences between being in the back with a notebook and pen critiquing the teacher and being in front of the room. I nodded my head in approval and was quickly met with the words becoming true. Many days I would ask questions and have half of the class staring at me confused. In addition to the question of how as a teacher in front of a classroom of 30-34 middle schoolers or high schoolers, I would learn about who they are. I learned to ask for help from other teachers as well as listen more to what the students had to say in class. There is a difference here from history classes I took in college, where the professors asked questions during a lecture or on exams, and students regurgitated information to them without understanding too well how we learned the information in the first place. I realized that we need more is not only learning how to explain the material but even more importantly, how to realize that each person learns differently from the next.

As educators, we should always have the belief that our students can perform and learn at a level that motivates them to go beyond expectations. The floors of our schools are neighborhoods, our classrooms are our homes, and the students we have are the children of the community. As students enter our classrooms, expecting a welcoming environment, we need to create and maintain this environment throughout the year. Creating a learning environment in which we learn about who our students are, as well as learning how to adapt to each of our students, is essential for maintaining these households we make. In a house, there may be a wall that marks the growth of the children, and we should use those markers of growth in our classrooms as a way to measure the growth among our students as well as ourselves. Building a self-regulated class is possible when we believe that beginning with this layer shows a human element; we as educators have to keep in mind that learning is a process that takes time. It is essential in a classroom to cultivate motivation that leads to better performance in our students' work.

> "I agree with Moos' theme of the teacher as learner being a missing ingredient in the classroom because learning is a process that goes beyond mastery of a particular discipline."

Embedding Self-Regulated Learning Probes

Ms. Manijeh Hart

***New York City Teacher & Graduate Center and Queens College*, CUNY**

Dr. Daniel C. Moos' keynote address entitled *Teachers as Learners: The Missing Ingredient for Integrating Self-Regulated Learning in the Classroom?* highlighted the need for self-regulation training in teacher education programs. Moos discussed how teachers, especially first-year teachers, become so overwhelmed that they sometimes revert to what is comfortable instead of what is best practice as it relates to effective instruction and student learning.

Moos asked, "What does it look like to teach self-regulation?" and "When teachers are implementing self-regulation teaching strategies, how can they be evaluated?" In pursuit of answers to these questions, outlined below are two learning probes aimed to develop and promote self-regulation in the classroom. These probes can be explicitly taught in education courses and evaluated as part of an effective lesson.

Dissect teaching points: "What do you think we are learning about today?"

The first entry point for embedding self-regulated learning opportunities in the classroom is to hone in on the learning objective at the start of a lesson. The learning objective can be posed as an essential question or as a stated learning target. In either case, the teacher would ask students, "What do you think we are learning about today?" Students would be encouraged to write the objective, and "mark-up" (e.g., box, highlight, underline) terms that they think give them clues to the conceptual or procedural knowledge aligned with the learning target. Analyzing the learning objective allows students to tap into their schematic knowledge, piques their curiosity, and primes them to be actively engaged in their learning.

Ms. Manijeh Hart
is a full-time elementary special education teacher in New York City. She is pursuing her doctorate in Educational Psychology at The Graduate Center and works as an adjunct professor at Queens College. Hart has a passion for teaching, and she believes that all students can achieve when supported in adaptive learning environments.

Expand behavioral objectives: "What can you do to achieve this?"

After allowing students to share their annotated predictions about the content for the lesson, the second opportunity to promote and support self-regulated learning is in the "how" to reach the learning target. A teacher can ask students, "What can you do to support your learning of the information?" and "How will you know that you are learning the concept?" Initially, students may suggest passive behaviors of compliance (i.e., look at the teacher, pay attention, be quiet) and performance-based measures of their learning (i.e., getting a good grade on a quiz), respectively. Here is where the teacher offers more active behaviors for monitoring their learning such as note-taking, asking clarifying questions, creating checklists, or paraphrasing. Of course, teachers can provide an array of relevant graphic organizers for students to engage in learning and self-monitor their progress. Even more, students can be encouraged to self-reflect and check-in with peers on the effectiveness of their SRL strategies in order to make any necessary adjustments throughout the lesson. Allowing students to have autonomy in *how* they will learn will motivate them *to* learn.

Opening lessons with these learning probes can become a routine, and teachers can encourage students to develop flexibility with SRL strategies to fit the learning conditions. For students, starting lessons in this way prepares them to be agents of their learning as they can structure a schematic context for the new information *and* take the reins on how they will engage with and encode the new information. For pre- and in-service teachers, using these learning probes provides them with a quick, concrete, and observable way to foster self-regulated learning daily.

Self-Regulated Learning: Learning How to Learn and How to Teach

Ms. Valia Ahmed
Queens College & Social Studies Teacher, New York City

As I reflect on Dr. Daniel C. Moos' keynote address from the 2019 AERA SSRL SIG business meeting, entitled *Teacher as Learner: The Missing Ingredient for Integrating Self-Regulated Learning in the Classroom*?, I have to say first of all that I was impressed. I was impressed by his extensive background and credentials in education, particularly in regards to assessing students' learning and teachers' assessment, which are highly critical focuses in education today. Moos, who was once a teacher himself, is also heavily involved in a multitude of research studies on major issues in education, such as self-regulated learning (SRL).

Moos' firsthand experience with SRL was mainly the attempt to support students' learning and active participation through straightforward strategies, such as highlighting and notetaking. However, it turned out to not be that simple, as Moos discovered that an ingredient was missing from the recipe of SRL. Understanding the importance of SRL for students, Moos began to research SRL.

One of Moos' findings was that explicit instruction on SRL improves academic performance and boosts students' motivation when it comes to learning. I find this to be accurate because as a middle-school teacher, I find that explicit SRL instruction is direct, engaging, and indeed improves students' academic achievements. The improvement occurs because explicit SRL instruction enables me to implement skills-based strategies, which tailor to the diverse academic needs of all my students, with no exceptions.

Research shows that teachers who use a variety of evidence-based instructional approaches in the classroom can indeed promote SRL. However, Moos argued that research also shows that among teachers, there is limited knowledge of SRL and limited SRL explicit instruction taking place in our classrooms. The limited knowledge of SRL and limited SRL explicit instruction is a paradox that is worth untangling. Teacher as learner is the missing ingredient.

Ms. Valia Ahmed is a graduate student at Queens College, specializing in Social Studies education. She is also a second-year middle-school Social Studies teacher in Queens, NY.

I agree with Moos that the limited presence (or total lack) of SRL in the classroom can be traced back to the teachers themselves. In order to promote SRL in my classroom, I need to go beyond a thorough understanding of what the process of SRL entails – as a teacher. I also need to understand how to self-regulate my own learning and learn how to learn.

As Moos stated in his speech, there is a lack of well-defined pedagogy when it comes to SRL. Thus, teachers must adopt a mindset that will help them comprehensibly understand that SRL must be directly and explicitly taught. They must understand that only then will they be able to effectively implement, evaluate, and assess SRL of their students in their classrooms.

I contend that teacher education programs need to place great emphasis on SRL, providing a multitude of courses regarding this topic and how teachers should self-regulate their learning before promoting SRL in their classrooms. Also, SRL should be an emphasized topic during professional development across secondary schools, to allow teachers to reflect on their teaching practices in regards to SRL. As a second-year teacher, I still struggle to put SRL into practice.

Moos' speech was comprehensive and informative regarding SRL. I think that even though research shows the effectiveness of SRL and how it can promote active engagement and motivation in the classroom, it is still a topic that needs to be more fully accentuated.

> "I find that explicit SRL instruction is direct, engaging, and indeed improves students' academic achievements."

Teachers as Learners: A Review of Dr. Daniel C. Moos' Speech at the SSRL SIG Business Meeting, AREA 2019

Ms. Melissa Quackenbush & Dr. Linda Bol

"What is the missing ingredient in a self-regulated learning classroom?" Drawing upon his experiences as a former middle school teacher and highlighting previous research in the field, Dr. Daniel C. Moos suggested that a focus on "teacher as learner" may be that crucial ingredient.

Moos framed his presentation by highlighting relevant self-regulated learning (SRL) research focusing on the student, classroom features, and teachers' pedagogical choices. While there is a well-established body of evidence supporting the positive impact of SRL and accessible strategies to support SRL in the classroom, there is limited evidence of teachers using the strategies. Moos advocates for researchers to consider this new direction in order to influence the field of teacher preparation, and he gives examples of how teacher evaluation protocols and processes can include SRL skills and knowledge to more effectively impact student learning and academic achievement. As a former public school administrator, present author Melissa Quackenbush had experiences observing K-12 teachers' classroom instruction which affirmed Dr. Moos' call for more research in the area of teachers' self-regulated learning and classroom applications. While she had the privilege of working with many talented, passionate educators during her twelve years in K-12 education, the understanding of one's self-regulated learning knowledge and skills, as well as making these explicit to students, has room for improvement.

Dr. Moos addresses what teachers know and believe about SRL and how they self-regulate their learning. There is an assumption among teachers that academic success means that an individual has a sophisticated knowledge of how to learn. Additionally, there is limited awareness of the effectiveness of SRL strategies and metacognitive awareness/control (Kornell & Bjork, 2008). Teachers believe SRL does not need to be explicitly taught because knowledge about these processes is acquired "naturally," processes cannot be taught, and or it is not relevant to all students. In the absence of prompts or scaffolding, teachers engage in superficial SRL until they are prompted across multiple phases of SRL (planning, monitoring, and reflection). While literacy education has made strides to encourage teachers to utilize think-aloud and workshop strategies in the teaching of reading and writing, these instructional practices often do not extend to all content areas or grade levels. These self-regulated learning skills should be modeled in professional development settings in order to impact teacher practice across the K-12 spectrum.

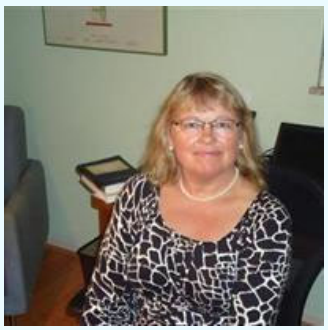
Implications of these findings point to teacher development programs, including explicit SRL instruction and support for SRL development (Perry, 2015). Teachers need to learn how to regulate their learning in order to support future students' SRL. Two relevant challenges include changing teachers' belief systems about SRL (Hatano & Inagaki, 2003) and helping novice teachers automate many of their routines (Kazemi et al., 2016) to develop expertise and diminish their cognitive load (Feldon, 2007; Moos & Pitton, 2014). While it is essential to consider how teachers make learning explicit to students, Moos' most significant achievement in this presentation is making the direct connection between teacher practice and training programs. In the era of standards and accountability, Moos recommends teacher trainers to prioritize SRL knowledge and skills through program development and implementation.

In his conclusion, Moos made a series of suggestions to guide future directions in SRL research and practice. He called for a focus on creating a well-defined pedagogy for teaching SRL, including domain-specific frameworks (Greene et al., 2015; Poitras & Lajoie, 2013) in environments that emphasize content acquisition (Dunlosky, Rawson, Marsh, Nathan & Willingham, 2013; Ioannidou-Koutselini & Patsalidou, 2015). Also, Moos suggested future research might further examine how to support shared knowledge construction (co-regulation and shared regulation; Hadwin, Järvelä & Miller, 2018) and how SRL could be evaluated in teaching. Finally, he advocated for effective professional development for self-regulated teaching (Kramarski & Kohen, 2017), circling back to the teacher as learner concept.

To support students' life-long learning, teachers need explicit instruction and support in their SRL. Traditionally, teachers are conscientious students, but being a talented student does not mean an individual knows how to be an effective teacher. Moos' speech reviews essential research in the field of SRL and highlights fruitful directions for study and implementation of the missing ingredient. Moos' presentation guides researchers and practitioners' thinking in the direction toward more effective teaching and learning for both students and teachers.

References are available upon request.

Ms. Melissa Quackenbush
is an Education Consultant at Engage Momentum LLC, and she is in her second year at Old Dominion University as a full-time Ph.D. student in the Educational Psychology and Program Evaluation program.



Dr. Linda Bol
is a professor at Old Dominion University in Educational Psychology and Program Evaluation. Her research areas include self-regulated learning and calibration.

Teachers Can Promote Self-Regulated Learning within Their Classrooms

Dr. Sean Adcroft
Fordham University & Manhasset Public School District

Dr. Daniel Moos' keynote address at the 2019 AERA SSRL SIG business meeting, *Teachers as Learners: The Missing Ingredient for Integrating Self-Regulated Learning in the Classroom?* was well-organized. First, Moos provided an overview of the research on the effectiveness of self-regulated learning (SRL). Second, he pointed out the disparity between the abundant research supporting the value of SRL and the limited amount of classroom instruction on how to develop SRL skills. It is my honor to offer a reflection of his keynote address.

Like Moos, I have tried to instill SRL habits in middle school students in the past. In my case, I did so as part of my doctoral dissertation research project in which I first explained Zimmerman's three-phase model of SRL to students. Then, I provided them with a scaffolded homework diary with embedded SRL prompts (Schmitz & Perels, 2011). I did not find statistically significant support for the hypothesis that the use of a self-regulated learning diary (SRLD) would further the students' incorporation of SRL practices. The limited number of meetings with the students to reinforce their use of the SRLD may explain the findings. It occurred to me later that I should have worked with the classroom teachers in advance to convey to them of the value of SRL so that they might daily reinforce the practice. This is related to Moos' contention that the "missing ingredient" in SRL being taught in classrooms is the use of SRL by teachers themselves.

Moos explained that one of the challenges faced by new teachers in fostering SRL in their students is the cognitive overload that the teachers experience due to the many demands placed upon them. He suggested that technology may assist teachers in reducing this overload by offloading some tasks, such as those involved with classroom management. He further noted, and studies confirm, that when students are active participants in a lesson, fewer student disruptions occur (Shogren, Faggella-Luby, Bae, & Wehmeyer, 2004). Additionally, there have been several claims that active learning is one of the chief advantages of utilizing technology in K-12 classrooms (Chung & Walsh, 2006; Schmid, Miodrag & DiFrancesco, 2008).

Moos has reminded me that I currently have two opportunities to help teachers promote SRL within their classrooms. During the day, I work as the Director of Technology of a K-12 school district which has been rolling out a 1:1 device initiative for the past three years. I also teach a course to preservice teachers on integrating technology into their classrooms at Fordham University's Graduate School of Education. Thus, I have two related means to act on Moos' suggestion. I can work with teachers to identify those uses of technology that result in the most active learning. Then, I can pass this knowledge on to preservice teachers as part of a strategy for implementing SRL.

I have been a believer in the benefits of SRL for over eight years – since I first read Zimmerman's model described in a doctoral class. I have also wondered why the model has not been widely embraced and taught to younger students so that they might benefit from its practice throughout their lives as learners. As the title of his talk notes, Moos may indeed have identified a missing piece in the efforts to bring SRL skills to the classroom.

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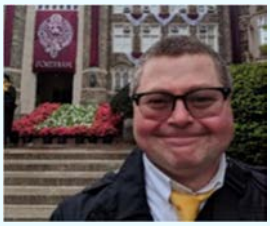

Dr. Sean Adcroft received his Ph.D. from Fordham University with a concentration in learning science. He is currently the Director of Instructional Technology & Libraries for the Manhasset Public School District. He is also an adjunct professor in the Graduate School of Education at Fordham University.

Teachers' Dual Self-Regulation Roles — As Learners and Teachers

Dr. Bracha Kramarski, Ms. Orna Heaysman, & Dr. Yafit Moradoff

Bar Ilan University, Israel

During his 2019 AERA SSRL SIG business meeting keynote address, entitled *Teacher as Learner: The Missing Ingredient for Integrating Self-Regulated Learning in the Classroom*?, Dr. Daniel Moos highlighted the teacher's role and the challenges teachers face in promoting self-regulated learning (SRL) in the classroom.

According to Moos, SRL in the classroom can be seen as a paradox. We know it contributes to students' learning, and there is an excellent body of knowledge of SRL strategies that enhance learning, but it remains mostly unimplemented by teachers. Moos addressed this discrepancy by positing that the *missing ingredient*, as he calls it, may be the teacher as learner. Moos asserted that teacher training programs need to include explicit SRL instruction and support to cope with the following issues:

- **Beliefs about SRL**: teachers often believe that SRL develops naturally or that explicit teaching of SRL is unnecessary and not relevant to all students.
- **Cognitive overload**: teachers need to process a great deal of information, they are under pressure to meet standard content criteria in their subject area, and SRL teaching demands time and mental resources. Therefore, they tend to use more traditional teaching methods.

In Israel, we encounter the same challenges Moos described. Even though the Ministry of Education in Israel has declared SRL to be a significant aspect of 21st-century skills upon which teachers must focus, very little is taught about SRL in teacher training or professional development (PD). We encounter similar teachers' beliefs, cognitive overload, and pressure on teachers to deliver content to meet standards.

While Moos and other SRL researchers (e.g., Vreiling, Bastiaens & Stijnen, 2012) focus on preservice teachers, emphasizing mainly the *teacher role* or the *learner role*, studies focusing simultaneously on *both* roles among in-service teachers and how this affects their students' gains are rare.

In Israel, Kramarski and her colleagues propose programs to enhance teachers' SRL by concentrating on their **dual roles**, including both the **learner role** and the **teacher role.** In their program, the dual roles run parallel to each other in cyclical phases and interplay continuously with students' SRL (Kramarski, 2017; Kramarski & Kohen, 2017). The literature shows that these roles are not attained spontaneously. Thus, emphasis on both roles should be directed in teachers' PD programs, which should feature three main principles (Lawson et al., 2019; Kohen & Kramarski, 2017):

- A **theoretical-practical** framework of challenging autonomous learning;
- Encouraging of **beliefs** in student-centered instructional approaches;
- **Experiences** of the dual roles in authentic teaching/learning scenarios.

These interrelated principles may **close the gap** between **theory and using SRL** in the classroom. Following Moos' review and the theoretical-practical suggestions, we share with the professional community the model that we developed and implemented at Bar Ilan University (supported by ISF), which aims to cope with the challenges raised by Moos (see Figure 1 and Figure 2).

The program integrates two conceptual frameworks**:** **Professional Vision** and **Self- Regulated Learning** (PV-SRL). It promotes teachers' *professional vision* (noticing, reasoning, proposing alternatives) in regards to *SRL* (planning, monitoring, and reflection). The program promotes that integration while supporting their *practice* (student-centered learning in class), and encouraging positive *beliefs about SRL* (autonomous learning). Practices are explicitly activated in authentic simulations for teachers' dual role experiences as learners and teachers, using real actors as role players (see Figure 3 and Figure 4).

The program was implemented with in-service teachers in elementary schools and their students in reading comprehension and mathematical problem-solving. It assessed progress with self-report and authentic real-time events (teachers' lesson-practices videotapes and students' thinking aloud).

We agree with Moos that SRL should be practiced explicitly by teachers. We found benefits of integrating two theoretical aspects in a single model (i.e., PV-SRL) embedded with authentic simulations by real actors for teaching and discussing practices. We concur further with Moos, given that the integration not only contributes to teachers' knowledge of SRL but also promotes positive beliefs about SRL. We also concur yet further with him given that the integration also reduces teachers' cognitive load in real-time and helps them to cope with the main challenges that inhibit SRL teaching by both preservice and in-service teachers.

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Dr. Bracha Kramarski is an associate professor at Bar-Ilan University. Her research relates to teachers' professional growth, students' learning, and SRL innovative environments. She developed an innovative method called IMPROVE for learning and teaching mathematics that was adapted to various domains and is the basis of innovative programs in Israel led by her.

Ms. Orna Heaysman is a Ph.D. student at Bar Ilan University. She was a lecturer in teachers' PD programs for the Ministry of Education and a pedagogical coordinator for JOINT Israel. Her areas of interest are SRL, teachers' PD, innovative teaching practices, and authentic learning environments.

Dr. Yafit Moradoff is a pedagogical guide and lectures in colleges of education and teachers' PD courses in pedagogy, language, and mathematics. She is an expert in teaching and learning strategies.

Teachers' Dual Self-Regulation Roles — As Learners and Teachers

Dr. Bracha Kramarski, Ms. Orna Heaysman, & Dr. Yafit Moradoff

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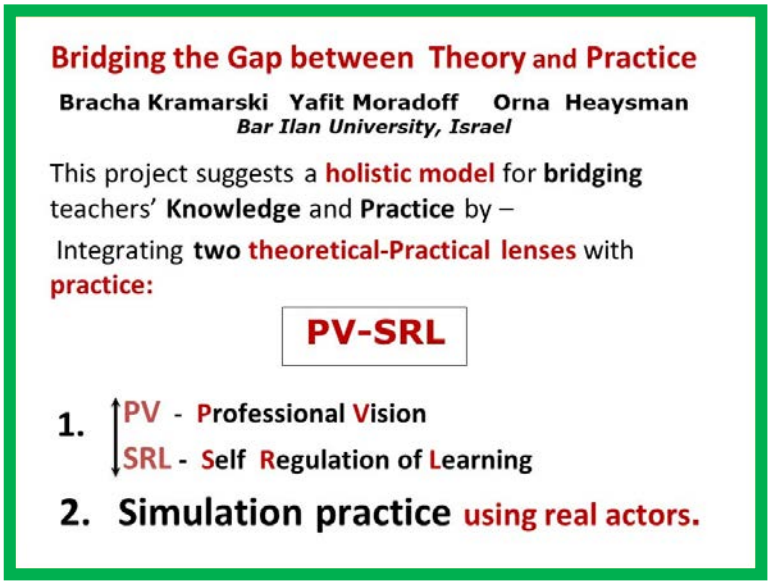


Figure 1

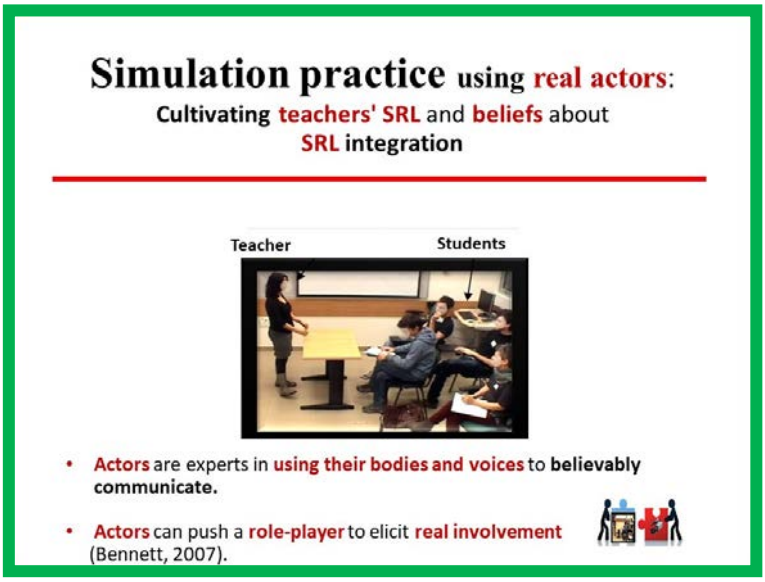


Figure 3

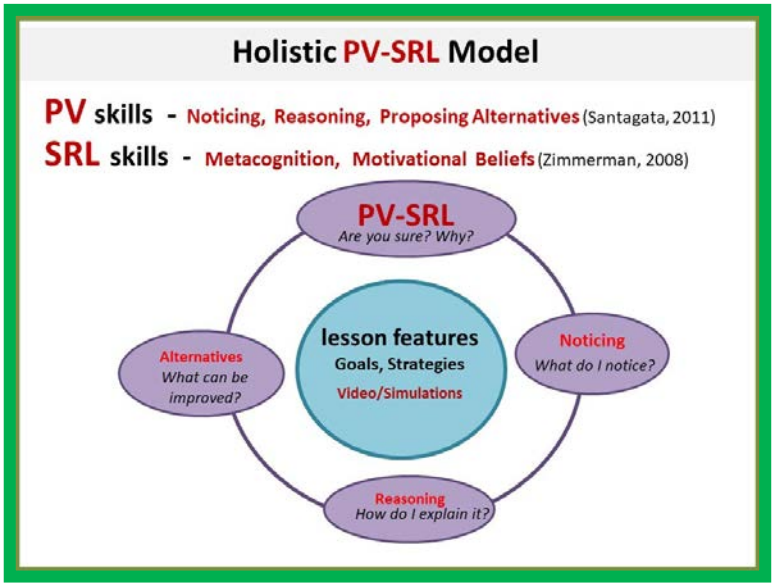


Figure 2

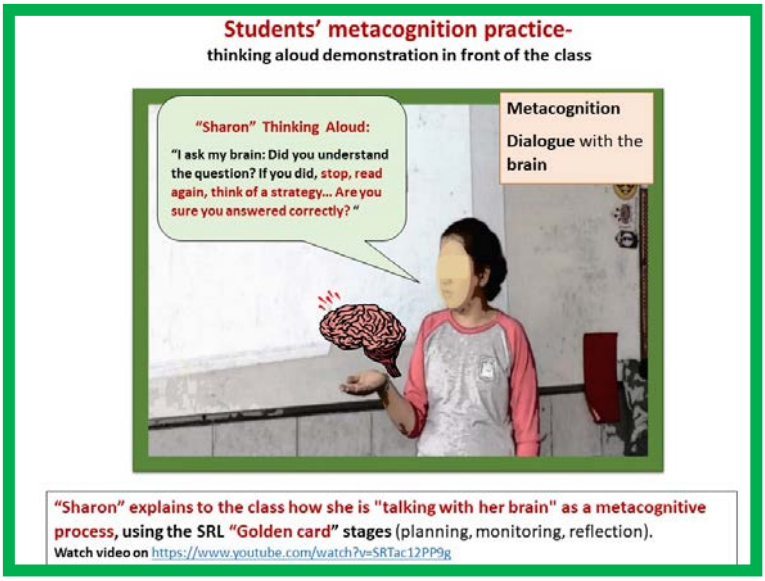
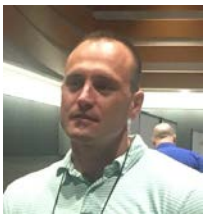


Figure 4

Response to Commentaries

Teacher as Learner: The Missing Ingredient for Integrating Self-Regulated Learning in the Classroom?

Dr. Daniel C. Moos
Gustavus Adolphus College



It was an honor and privilege to provide the keynote address for the American Educational Research Association's (AERA) Studying and Self-Regulated Learning (SSRL) Special Interest Group (SIG). I express my gratitude to the SIG chairs, Dr. Taylor W. Acee and Dr. Pamela F. Murphy, the Editor-in-Chief, Dr. Héfer Bembenutty, the Guest Editor, Mr. Charles Raffaele, and the SIG board members for facilitating this discussion and creating an opportunity to continue the dialogue through the SSRL SIG Times Magazine.

The comments, reflections, and questions articulated by our colleagues offer insights into a critical and timely issue for the field. First, I am struck by the impressions of practicing teachers whose comments affirm the positive impact of SRL on learning and motivational outcomes while also acknowledging the challenges of promoting SRL in the classroom. Quackenbush draws from her experiences observing K-12 teachers to affirm the need for increased professional development opportunities in this area and potential challenges. As noted by Quackenbush, the field of literacy education provides models for effective programs and instructional strategies to support SRL in the classroom. Additionally, Quackenbush insightfully comments on how the perceptions of teacher candidates may undermine professional development, "…teachers are conscientious students, but being a talented student does not mean an individual knows how to be an effective teacher."

Ahmed also offers perspectives from a practicing teacher through her experiences teaching at a middle school. Explicit SRL instruction enables Ahmed to "…implement skills-based strategies, which tailor to the diverse academic needs…" This perspective delivers a compelling argument that I believe resonates with teachers—teaching students how to self-regulate their learning promotes differentiation within a classroom. While teachers can (and should) differentiate content and learning environments, the process of learning should also be considered in differentiation. Teachers who explicitly promote SRL in the classroom will position students to participate in the differentiation of the learning process more actively.

As I consider my perspectives and suggestions, though, I need to remind myself that I am far removed from my days of teaching sixth grade. I acknowledge the difference between advocating for instructional practices from the safety of my office and implementing such practices in the classroom. Both Ahmed and Amoroso articulate these challenges in their commentaries. Ahmed comments on the challenges of implementing SRL support in her classroom as a second-year teacher and Amoroso reflects on advice provided to him during student teaching, "... I was told about the differences between being in the back with a notebook and pen critiquing the teacher and being in front of the room."

As noted by Karabenick, the demands placed upon teachers are extensive and extend well beyond the necessary content and subject-specific pedagogical knowledge. Karabenick's foundational work on help-seeking behavior illuminates classroom constraints and personal beliefs that limit teachers' support of SRL processes in the classroom. The challenges arising from these constraints are often magnified for beginning teachers.

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A Note from the Editor-in-Chief

Dr. Daniel C. Moos' keynote address during the AERA SSRL SIG reflects his many years of fascinating research on applications of SRL across diverse contexts. His wonderfully notion of the *Teacher as Learner* reveals a meaningful improvement in the applications of SRL that has the potential to transform every classroom. Moos is internationally renowned for his research on academic motivation, cognitive load, computer-based learning environments, and self-regulated learning. His wisdom and broad expertise in the self-regulated learning science led to his repeatedly being asked to serve in leadership roles, including serving as the chair of the AERA SSRL SIG. He is an exceptional human being and a devoted family person. Moos is internationally recognized as one of the foremost experts in training teachers on a self-regulated culturally proactive pedagogy, and he is a self-regulated educator. Moos is making remarkable contributions to the field of self-regulated learning science.

Dr. Daniel C. Moos is the Grace and Bertil Pehrson Professor of Education & Education Department Chair at Gustavus Adolphus College (MN, USA). He taught at an Elementary and Middle School before earning a MA in Human Development and a Ph.D. in Educational Psychology from the University of Maryland. His main research area is self-regulated learning (SRL) within various contexts, including classroom-based technology and teacher development programs. Dr. Moos has published papers and chapters related to SRL in the areas of teacher education, classroom technology, and educational sciences (e.g., *Teaching Education*, *Computers & Education*, and *Review of Educational Research*). He serves on the editorial board of several top-tiered learning and cognitive science journals (e.g., *Metacognition & Learning* and *Contemporary Educational Psychology*). Dr. Moos also served as the College's Assessment Director.

Response to Commentaries

Teacher as Learner: The Missing Ingredient for Integrating Self-Regulated Learning in the Classroom?

Dr. Daniel C. Moos, *Gustavus Adolphus College*

Continued from previous page

This issue of the SSRL SIG Times Magazine offers viable approaches to combat these challenges faced by beginning teachers. Hart, for example, identifies two strategies that are scalable for content and developmental groups. Dissecting the learning objective, essential question, or learning target and then expanding the behavioral objective promotes several self-regulatory processes that have been shown to affect learning outcomes positively. These two strategies can be efficiently implemented in any lesson plan and offer teachers an opportunity to support and observe SRL directly. The benefit for teachers, and particularly for beginning teachers who often face cognitive overload, is the implementation efficiency.

Bembenutty's commentary also provides insight into how research can be translated meaningfully into effective classroom practices. His commentary frames a perspective through the *Cyclical Self-Regulated Learning Culturally Proactive Model* (Bembenutty, 2019; White & Bembenutty, 2014, 2016), which is consistent with Bonner and Chen's (2019) classroom assessment and self-regulated four-stage model. The narrative and accompanying tables provide an accurate translation of how this theory can be applied within a variety of classrooms. This explicit application and translation offered by Hart and Bembenutty's commentaries reflect a necessary element for SRL classrooms. Meaningful translation will promote perceived value, an assumption affirmed in Adcroft's commentary. His commentary referenced a study in which he implemented scaffolded homework diaries with prompts (Schmitz & Perels, 2011) to instill SRL habits. Upon reflection, Adcroft noted the missed opportunity of working with the middle teachers in advance to facilitate their perceptions of SRL in the classroom.

Kramarski, Heaysman, and Moradoff's commentary provides directions on professional development that can successfully support teachers' perception of SRL while also promoting their understanding of self-regulatory processes. Their proposed professional development concentrates on dual roles: the learner and teacher role. Their approach to promoting *professional vision* as it relates to theoretically grounded processes (planning, monitoring, and reflection) while encouraging positive beliefs about SRL offers a very promising direction for supporting teachers' professional development in this area.

Preparing for the keynote address, engaging in follow-up conversations, and reflecting on the thoughtful commentaries have been an impactful professional development opportunity for me. I am grateful for the many years of involvement with our SSRL SIG and look forward to continued opportunities to learn from our colleagues on how to bridge the gap between research and practice.

Dr. Moos with Colleagues during an AERA's panel discussion

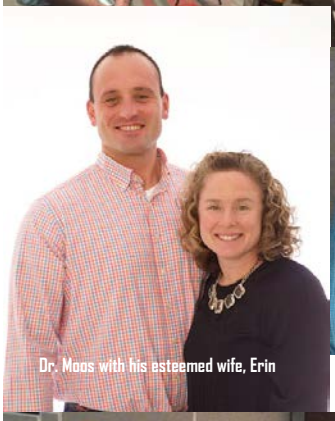
Dr. Moos

Dr. Moos with Dr. Bracha Kramarski, Dr. Tova Michalsky, & Dr. Taylor W. Acee

Dr. Moos with Dr. Anastasia Kitsantas

Dr. Moos with Dr. Alay Anyichie

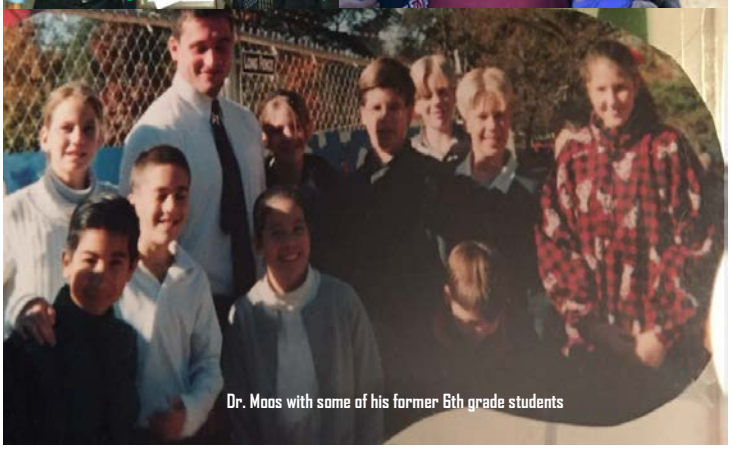
Dr. Moos with Dr. Linda Bol & Dr. Dale H. Schunk


Dr. Moos with his esteemed wife, Erin

Dr. Moos with Dr. Matthew L. Bernacki & Dr. Michelle Taub

Dr. Moos with Dr. Gregory DiGiacomo & Dr. Hefer Bembenutty

Dr. Moos with his two esteemed daughters, Casey & Annie


Dr. Moos with some of his former 6th grade students