McCombs, B.L. & Whisler, J.S. (1997). The learner-centered classroom in school: Strategies for increasing student motivation and achievement. *ERIC*, 23(5).

McCombs and Whisler argue the needs for moving education towards a learner- centered classroom because it not only focuses on content delivery, but also on learning how to learn deeply. They insist that educators can be trained to move in this direction of facilitation through meaningful, intentional, data- driven, and consistent feedback and reflection. Further, McCombs and Whisler believes this model to have universal utility for all learner groups, when done effectively. For the purposes of Generation Success Academy, this research study informed our teacher observation protocols, as well as provided support and background for our learning modules and content facilitation. Specifically, this research study spoke to our use of SDLM project-based learning modules, and the developmental components necessary to engage and encourage student depth of knowledge and critical understanding.

Nicol, D.J. & Macfarlane- Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.

This research study was used to better understand the feedback loop, and necessary principles therein, for all Generation Success Academy learning modules. We further incorporated the principles found in this study, into our work with the teacher and administrator observation and assessment tool. We believe that the work of project-based learning must be evaluated on how well it grows thinking and capacity in students. To that degree, the tools used to monitor, and measure student and leadership work must be reflective of the needs of project-based learning.

Pintrich, P.R. & Zusho, A. (2002). Student innovation and self-regulated learning in the college classroom. In J.C. Smart, and W.G. Tierney (Eds.) Higher education: Handbook of theory and research (XVII). New York, NY: Agathon Press.

This research builds a foundational understanding of the SDLM module, and why it is beneficial to all learners, but especially those with learning exceptionalities. The core of the study, which was used to justify our use of SDLM educating techniques and the model of Generation Success Academy, explains SDLM as putting students in the driving seat of their education by making them accountable through goal setting, self- regulated, self-assessment, and critical feedback receivers and givers within the learning community. Students learn how to moderate their needs, and seek out further understanding that directly impacts the work they do on a daily basis. To Generation Success Academy, this looks like engaging with the content, challenging the 'way things were always done' and furthering knowledge for knowledge's sake.

Lee, S.H., Wehmeyer, M.L., & Shogren, K.A. (2015). Effect of instruction with the self-determined learning model of instruction on student with disabilities: A meta- analysis. *Education and Training in Austism and Development Disabilities*, 50(2), 237- 247.

Lee, Wehmeyer, and Shogren (2015) explains that students with learning exceptionalities showed greater achievement when given learning modules that included student driven (determined) choices that speak to the student's desires and abilities. Students learning under this model are able to learn self- reflection and efficacy skills that assist in knowledge retention and the development of new skills. For Generation Success Academy, this research study supports why we have targeted the audience we have chosen, and the learning model we are using.

Dahl, J. (2005). Choices foster online success for students with learning disabilities. Distance Education Report, 23, 4-7.

Dahl (2005) explains that learning modules should include three core and universal design principles. These include: multiple means of learning the materials over foundational skills, multiple methods of engagement and what they do with the learning, and multiple means of expressing what has been learned.

Jolivette, K., Stichter, J.P., & McCormick, K.M. (2002). Making choices- Improving behavior-engaging in learning. Council for Exceptional Children, 34(3), 24- 30.

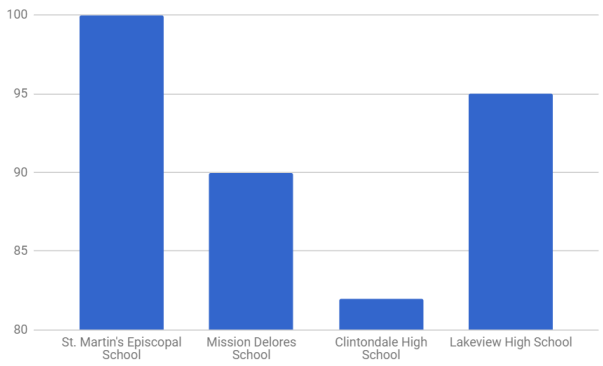
Jolivette, Stichter, and McCormick (2002) suggests emotionally disturbed students with learning exceptionalities, and those who have issues regulating their emotions in a general education classroom do well when given the opportunity to make choices in their daily lives. These students tend to regulate their emotions when given an opportunity to focus their learning in other ways. Equally as important is that these authors also speak to the emotional needs of gifted and talented learners, and how choice positively affects their abilities to grow and learn.

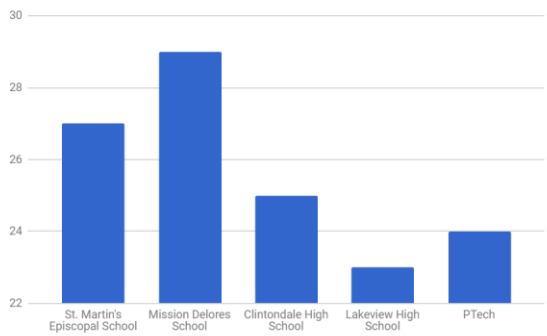
The SDLM model is also used in schools public, private, and charter schools across the united states. The most closely aligned schools to Generation Success includes the following:

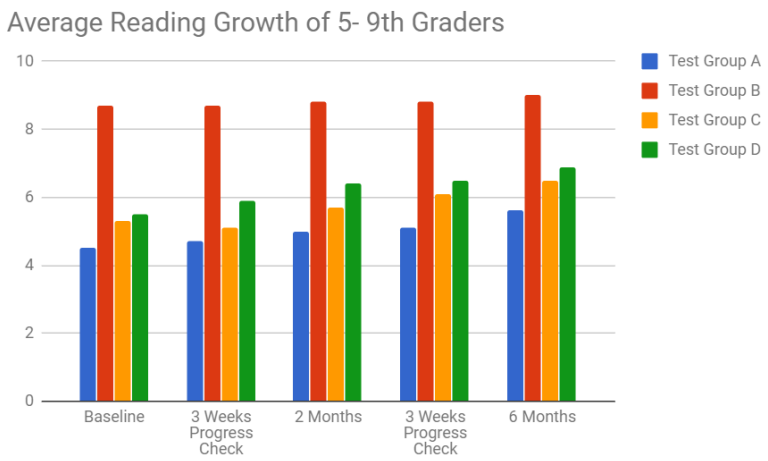
- Clintondale High School- 70% Free or Reduced Lunch, 69% African American Population, 82% High School Completion, 25 Average ACT Score.
- Mission Delores School- 50% Scholarship population, 80% Hispanic/minority, 90% graduation rate, 29 average ACT score.
- Lakeview High School- 85% Free or Reduced Lunch, 80% African American/Hispanic population, 95% graduation, 27 average ACT Score

Other schools that utilize this model includes St. Martin's Episcopal School here in Louisiana.

Average ACT Scores of Schools that use an SDLM Model **Graduation Rates**





Measure of Success

First and foremost, Generation Success has been running iterations of this model for the last 2 years. We have seen the following data metric apply.