Abstract

This study explored student learning through facilitating student creation of an individual learning plan. The study aimed to uncover that struggling, low achieving, ninth grade students could indeed learn if they could become conscious of their strengths and could exercise a sense of personal choice in the classroom. To lead the students toward a learning plan, the researcher implemented opportunities for group and individual learning activities, practice with literacy strategies, independent reading, and journal writing.

Students were encouraged to make personal choices when approaching their own learning, and as a result of participating in these activities, they demonstrated a sense of empowerment from making individual decisions in the classroom. Further, because of intense teacher-researcher reflection on the students’ processes and products, changes in student behavior, motivation, engagement, and in many cases, achievement, resulted.