FSI Summer Institute 2016
SRL as a Framework for Creating Inclusive Contexts for Diverse Learners

With

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Day Three: August 24, 2016

Themes For Today

MONDAY	TUESDAY	WEDNESDAY
What is SRL in the context of learning?	Creating inclusive environments that enable learning	
Empowering Learners	SRL and Inclusion	

PLUS Personalized Learning
Each day you will have a chance to think about these topics
in light of the questions *you* are bringing to the table

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What is SRL in the context of learning?	Creating inclusive environments that enable learning	SRL Promoting Practices: Unpacking examples
Empowering Learners	SRL and Inclusion	Working together to foster SRL

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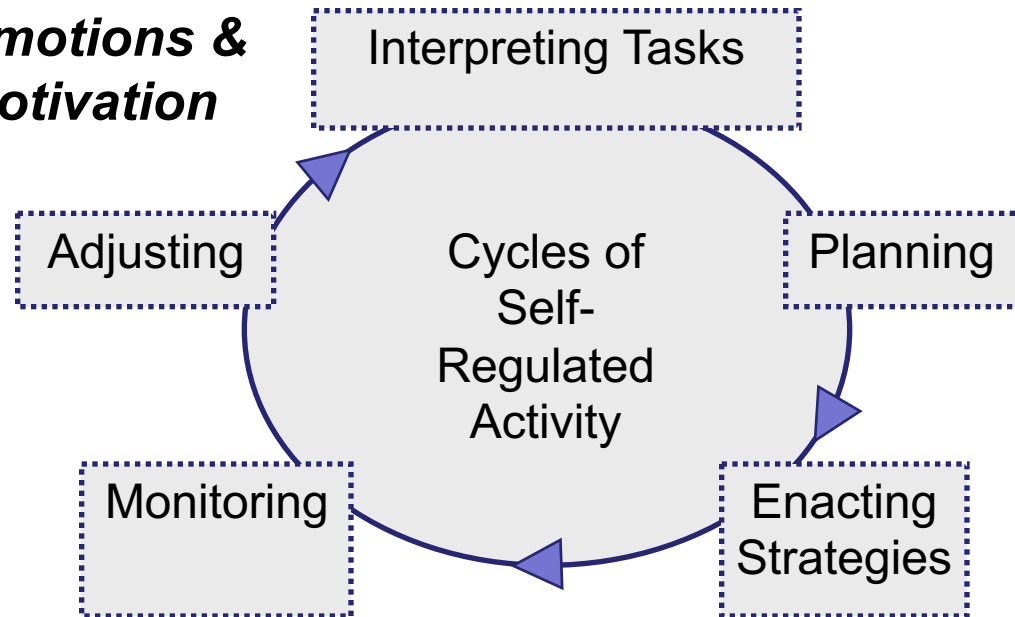
How Can Classroom Practices Empower SRL?

How can we design activities and supports to foster active learning and SRL?

Overall Classroom Environment
Activities ... Supports ... Assessment/Feedback

Emotions & Motivation

Interpreting Tasks

Adjusting

Planning

Cycles of Self-Regulated Activity

Monitoring

Enacting Strategies

History, Strengths, Challenges, Metacognition, Knowledge, Beliefs, Agency

Butler, 2002; Butler et al., 2011

Activities & Supports for SRL

Three Big Ideas

Create *opportunities* for SRL

Integrate supports for SRL *into activities*

Engage students in full cycles of *strategic action*

Create Opportunities for SRL

How can students learn how to self-regulate learning if they never have opportunities to …

stretch their thinking and learning?

face challenges that require problem-solving?

"plan" resources or time to accomplish activities?

make decisions about where or how to work?

monitor progress and then fix mistakes?

select, adapt, or even invent strategies based on their strengths/needs?

Weaving Supports for SRL into Activities

SRL is a way of working through activities, in order to learn, not a stand alone goal

Empowering Learners

When creating supports for SRL, it can help to ask yourself, "What can I do to help learners learn how to engage in this activity in the future, when I'm not here to guide them?"
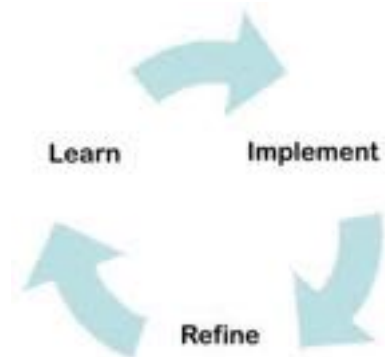
Butler, Schnellert, & Perry (2016), Chapter 8

Engage Students in Full Cycles of Strategic Action

How can students self-regulate performance if they don't know what they are trying to do?

How can students learn to learn adaptively if they don't have opportunities to try things, see what happens, and make changes?

Inspirational Example

The Animal Adaptations Inquiry Project

What SRL-Promoting Practices Do You See in the Following Example?

Dave Dunnigan
(Coquitlam School
District)

He co-constructed
performance criteria for an
inquiry project with his
grade 6/7 students

Then supported them to
build from those criteria to
self-regulate their learning

| WEIRD AND WONDERFUL ADAPTATIONS | SURVIVING IN EXTREME ENVIRONMENTS | BIOLOGICAL BEHAVIOURS FOR SURVIVAL | HIDING IN PLAIN SIGHT |

ANIMAL ADAPTATIONS INQUIRY

Welcome... to the amazing world of adaptations!

Living things are all adapted to surviving in the habitat and environment in which they live. These adaptations could be physical: body or plant parts, skin, fur, limbs, claws, thorns etc. They could also be behavioural: the ways in which the animal has learned to behave in order to survive. Your task: to choose one of the titles above to prepare a presentation to your peers on the science of biological adaptation.

Don't forget that plants are also adapted to survive in their environments- you don't need to report only on animals!

How To Present Your Learning

You have a choice as to how your learning is presented to your classmates. You may use a slideshow with explanations, PowerPoint, poster or poster-board with pictures, or another method you think will work: let your teacher know.

Timeline for Completion

- Research completed and pictures printed by

_____

- Rough draft of text due by

_____

- Final copy typed or printed by

_____

- Presentation ready by

_____

Criteria for Success

As a group we brainstormed the following criteria for a successful project:

1. Information:

A. should have some depth and detail to explain the adaptation, beyond a 'one-liner'. You should have 7-10 examples.

B. should have variety and originality. Something that surprises us in some way, a unique adaptation or creature.

C. Visuals present the animal and adaptation in a clear way, which may be in colour where necessary and effective.

2. Presentation:

D. Is engaging to the audience

E. In words the presenters and audience understand, clearly stated

F. Organized to make it easy for the audience to follow.

Your project **must** include the following: the "Givens"

Key visuals

Several examples

Organized in a way that makes sense

Your name(s)

Animal Adaptations Inquiry Project: Co-Constructed Criteria

Names: _____ Topic: _____

PLO: analyze how different organisms adapt to their environments

	Fully Meeting Expectations/Exceeding Expectations	Meeting	Minimally Meeting	Approaching
Analysis of adaptations	• 7-10 Adaptations identified and analyzed in a way that shows deep understanding of how the adaptation helps the organism survive	• 7-10 adaptations identified and analyzed in a clear way connected to the survival of the organism	• 7-10 adaptations with some analysis and connection to survival.	• Fewer than 7 organisms, may have difficulty identifying and connecting adaptations to survival
Visual Impact	• Visuals present the adaptation in a powerful way that adds to the analysis	• Visuals are clear and connected to the analysis	• Visuals connect to the analysis in most cases	• Visuals reflect the organism, may not be clear how they connect to analysis
Engaging presentation	• Engages audience throughout presentation; may use props, humour, and other effective presentation techniques to maintain interest	• Engages audience through most of presentation, uses presentation techniques to maintain interest	• Generally engaging, attempts to use presentation techniques to engage with some success	• Some attempt to engage audience, effective in part

Small Group Activity

Consider the Animal Adaptations Inquiry Project

What opportunities for SRL are created in this project? How?

How did Dave weave supports for SRL through the activity?

How were students engaged in "cycles of strategic action"?

In what ways could this activity empower diverse learners?

Refresh Your Brain!

SRL Promoting Practices ...

Providing structure

    Tasks/Activities

    Clear expectations & instructions

    Visual prompts

    Familiar routines and participation structures

Giving students influence

    Choices, involvement in decision making

    Control over challenge

    Self-reflection, self-assessment

Supporting, scaffolding, co-regulating

    Teacher support

    Peer support

  * Lots of metacognitive language

Modeling

Creating a community of learners—group cohesion

Accommodating individual differences

SRL Promoting Practices

What strikes you about these kinds of practices?

How do they connect with ideas we've been talking about so far?

What are you already doing?

Any new take away ideas?

Make Tasks Complex by Design

Address multiple goals across subject and skill areas

Engage students in meaningful work

Require students to think metacognitively and behave strategically

Allow for differentiation
  Different ways to participate
  Different ways to demonstrate learning

Different interests and abilities

The Power of Choice

A choice of what, where, who, how …

Can prompt …

Metacognition (e.g., "What choice fits best with my learning profile?")

Strategic action (e.g., "I know a strategy that will make me successful.")

Motivation (e.g., "Choices pique my interest.")

Control over challenge

Can prompt …

Growth Mindset ("I'm willing to try and persist when it's hard because I know I'll be successful in the end.
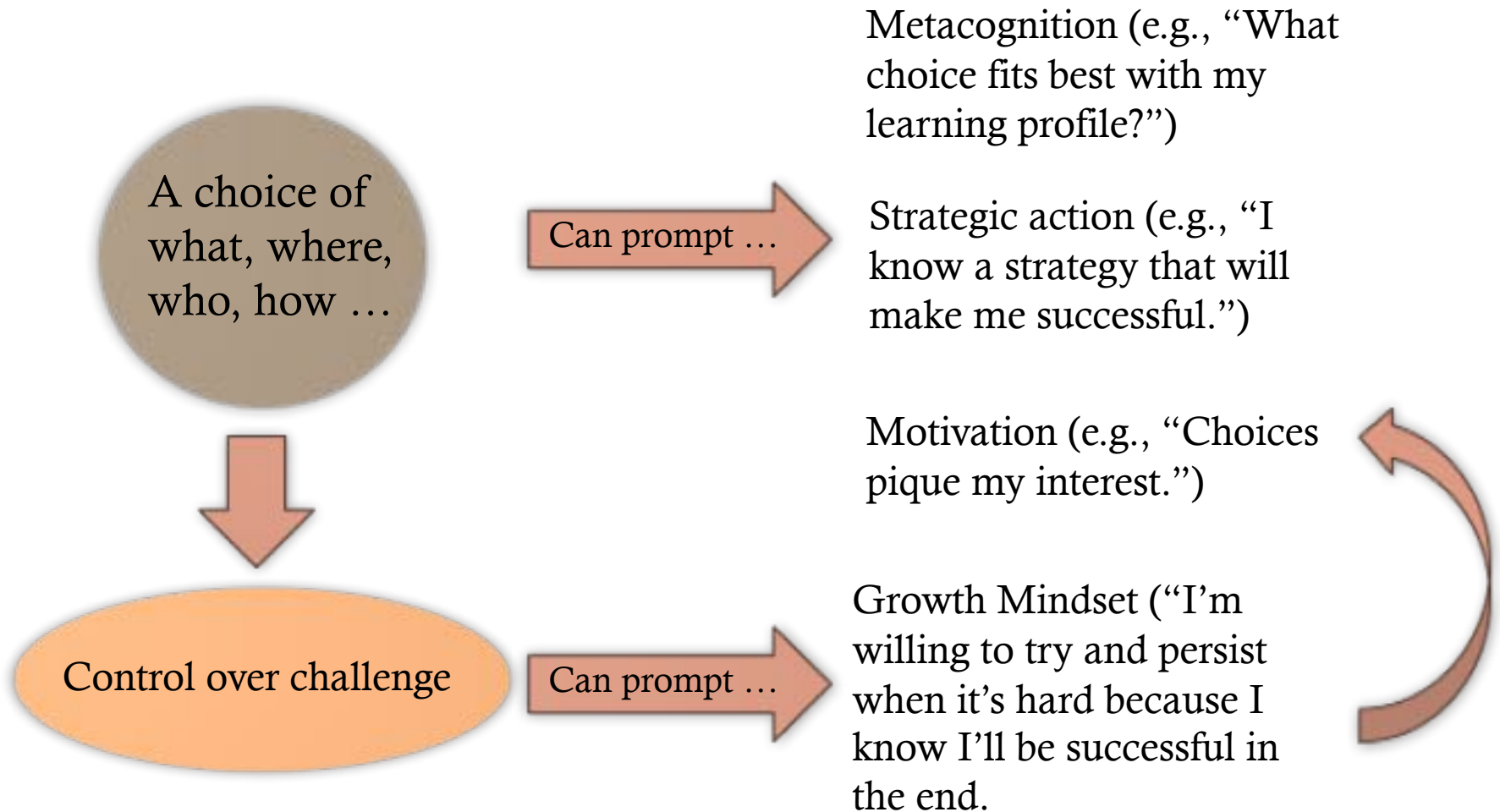
Inspirational Example

The Bog

Study of Burns Bog

Grade 2/3 in Delta, BC

Goals for students …

- developing skills for scientific inquiry

- learning about a natural eco-system

- including how plants and animals (even humans, particularly indigenous people) have benefitted from the bog

Began with an "essential question":
"Why is the bog important?"

Included 4 trips to the bog

- Went on a wonder walk in the fall
  to generate questions

- Observed changes in the bog from
  fall to winter

- Investigated ecosystems in the
  spring

- Did art in the style of Emily Carr

Children's Questions

- Do new animal species come to the bog?

- Are there plants in the bog that don't exist anywhere else?

- What does the bog's food chain look like?

- Why is the bog water orange?

- Is the water the same all over the bog?

"I Wonder" Circle®

I Discover · I Wonder · I Think · I Try · I Observe · I Record

Doing Science

Linked to Science: Food Systems

Linked to Geography

Linked to Math

2. 5 km of boardwalk

5 cm = the height of the sundew plant … Burns Bog meat eating plant

8 = the number of times Stanley Park will fit in Burns Bog

20 m = the thickness of the bog
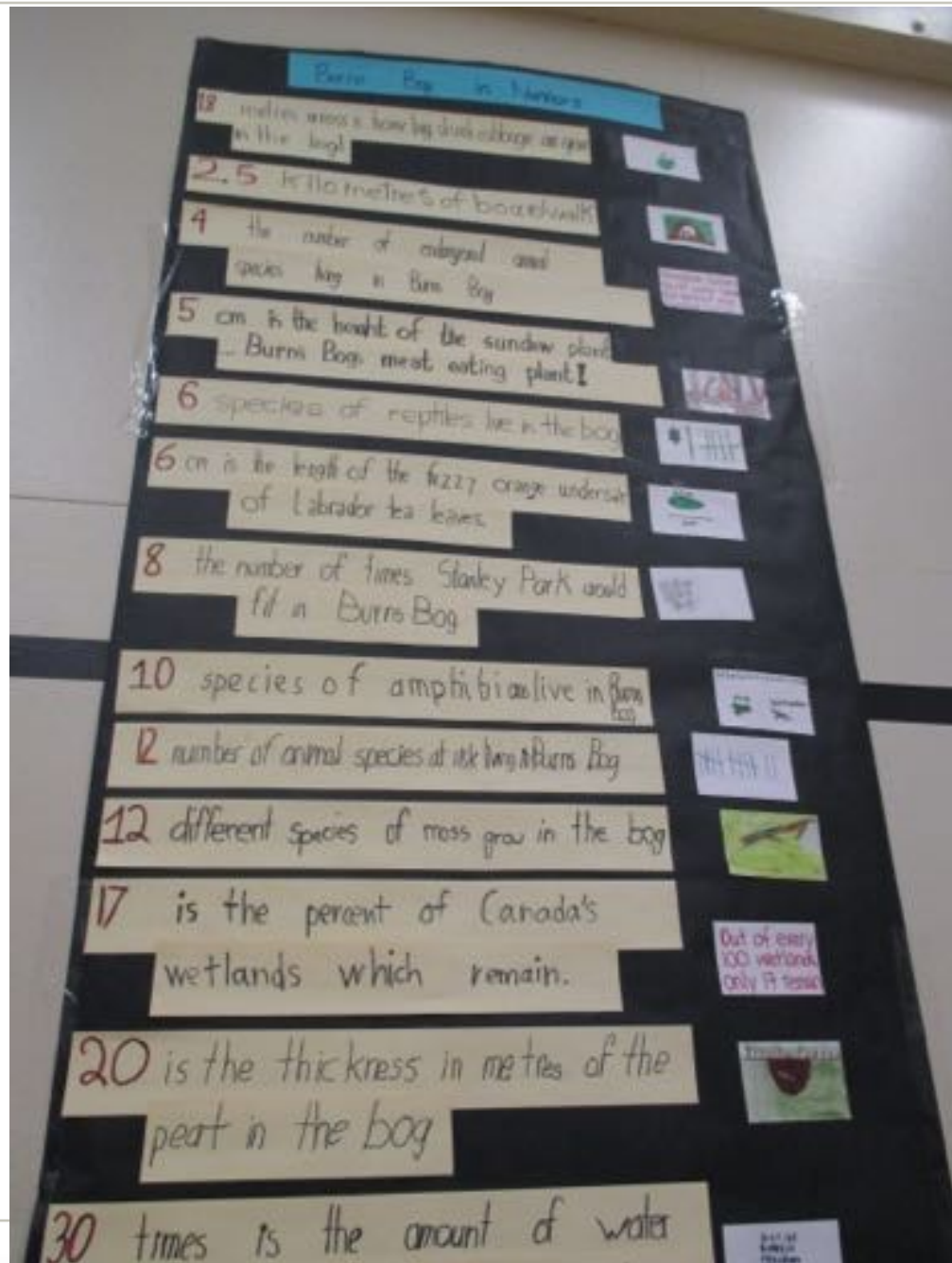
Linked to Art

Linked to Literacy:
Writing Haiku

Birds big and small fly
Burns Bog is calm and quiet
Peat is home for birds
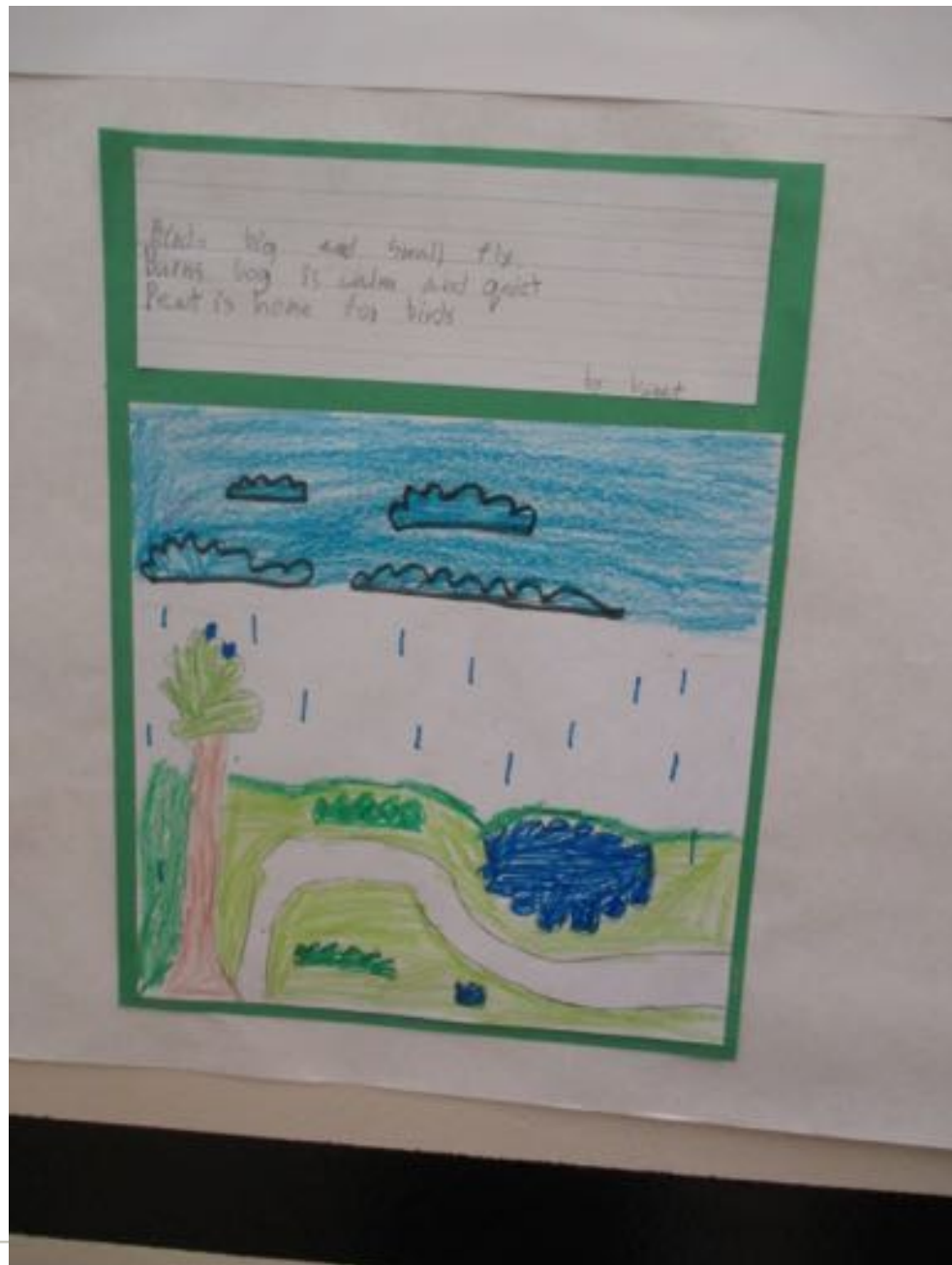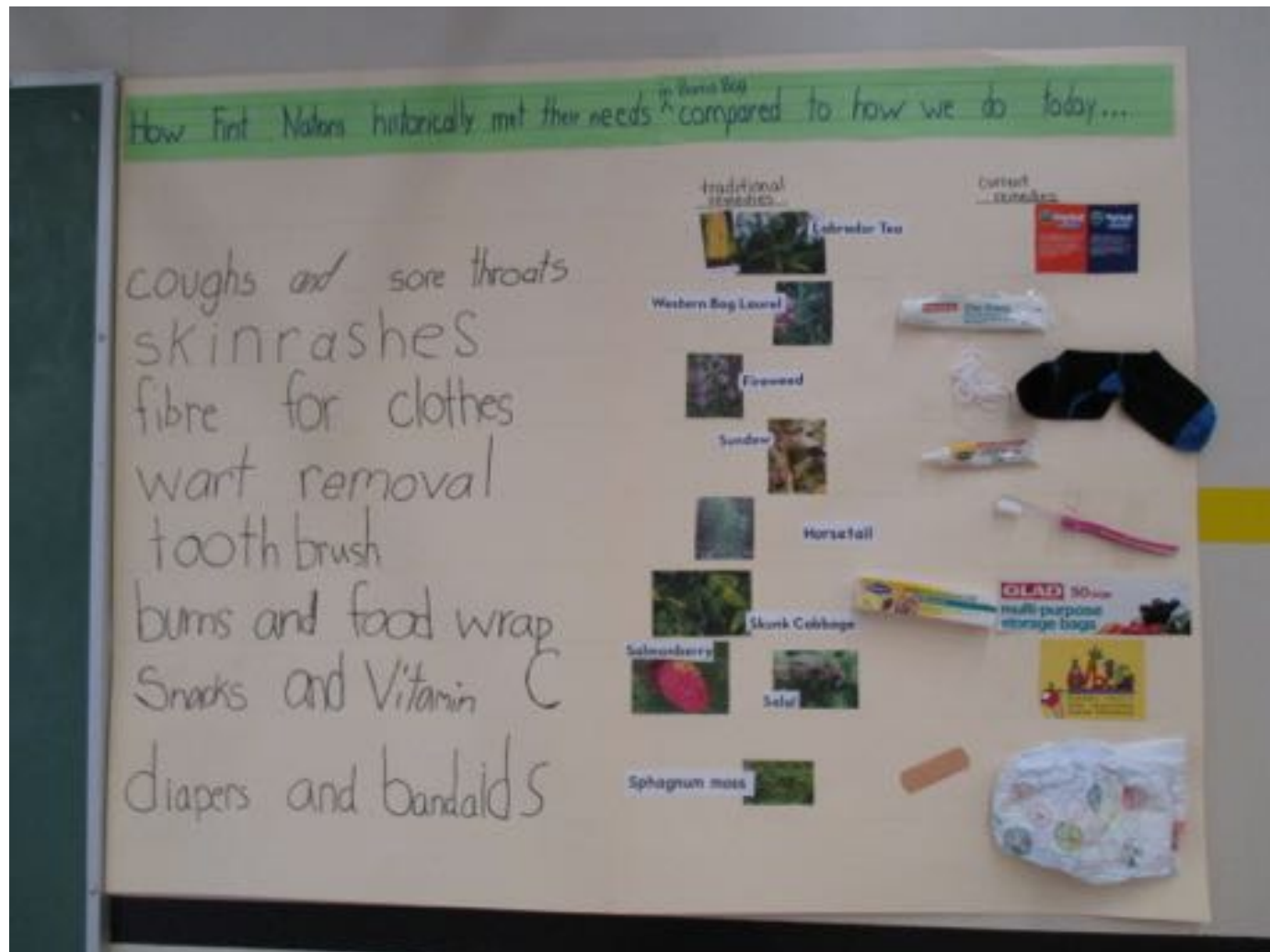
Individual inquiry: How did First Nations historically meet their needs in Burns Bog compared to how we do today?

And they reflected on what they were learning regularly throughout the year.

April 12, 2016
Yesterday our class went to Burns Bog. My favourite part was that we got a piece of paper and we had to find some thing on our piece of paper.

What were you looking for?
skunk cabbege
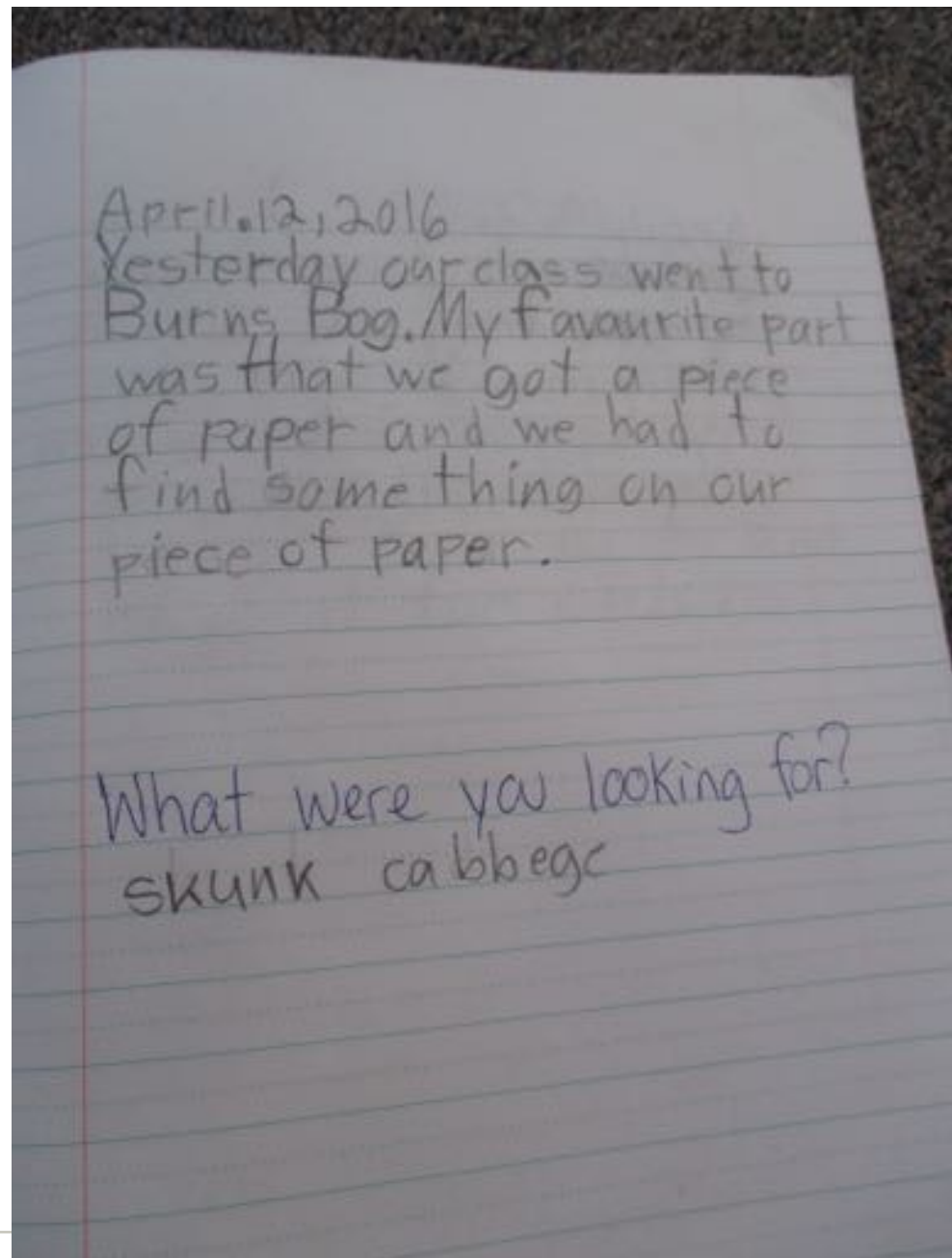
Small Group Activity

Consider the Bog project

What opportunities for rich forms of thinking/learning, including SRL, are created in this project? How?

How were supports for SRL woven through the activity?

How does this task support motivation and SRL?

- Multiple goals

- Meaningful

- Extended over time

- Varied processes

- Varied products

- Choice

- Control over challenge

- Self-assessment

- Teacher and peer support

Complex Task

Autonomy

Success!

Break
30 Minutes

Supporting Inclusion through SRL

- Designing NOT Retrofitting
  - Response to Intervention (RTI)
  - Planning Pyramid
  - Phases of a Lesson
  - Universal Design for Learning (UDL)
  - Self Regulation for Learning (SRL)

RTI

Intensity of Intervention

Students move between tiers based on response

Tier 3

Tier 2

Tier 1

Students who need the most support

Students who need the most challenge

Planning Pyramid

Even more goals

More goals

Goals

FEW

MOST

ALL
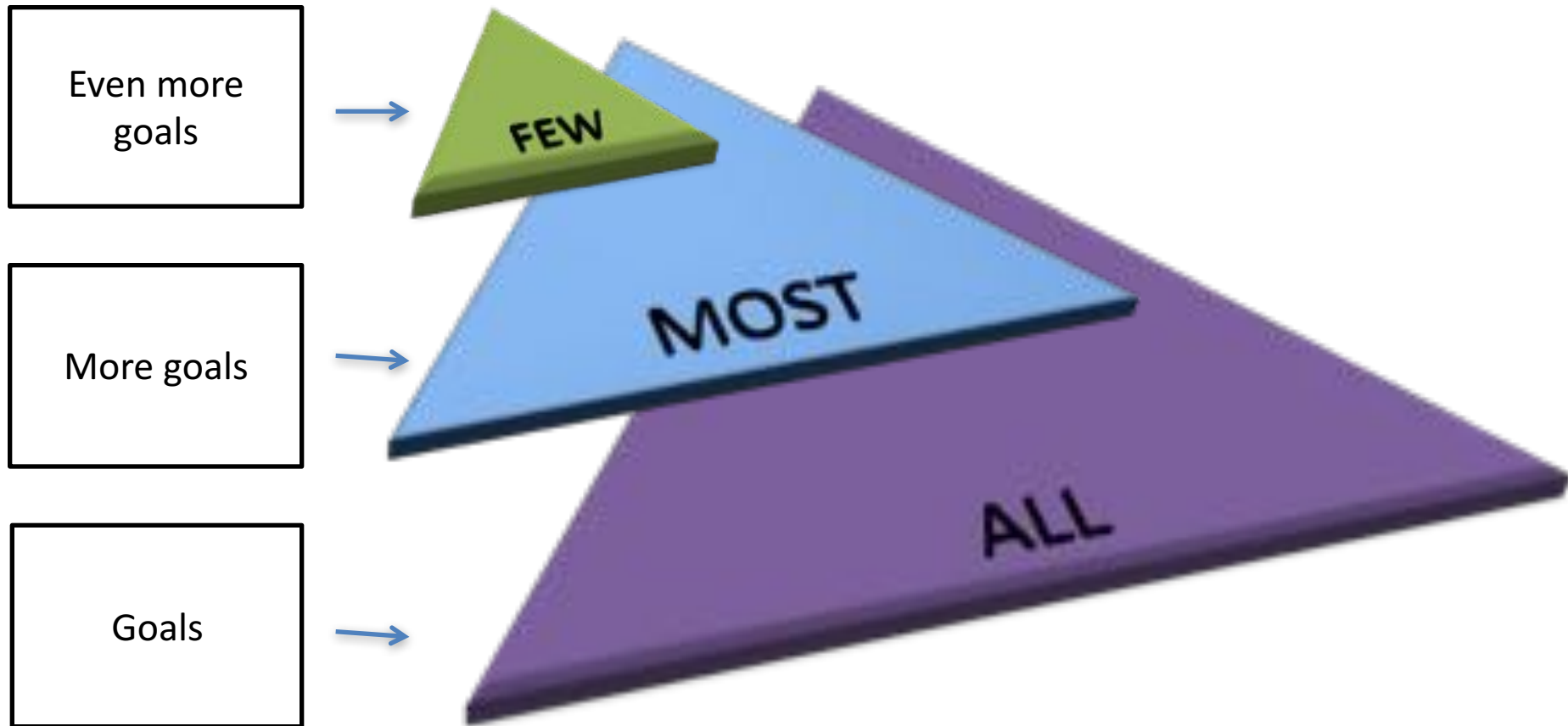
Planning Pyramid

Even more goals →

More goals →

Goals →

UDL: Multiple means of: *engagement, representation, expression*
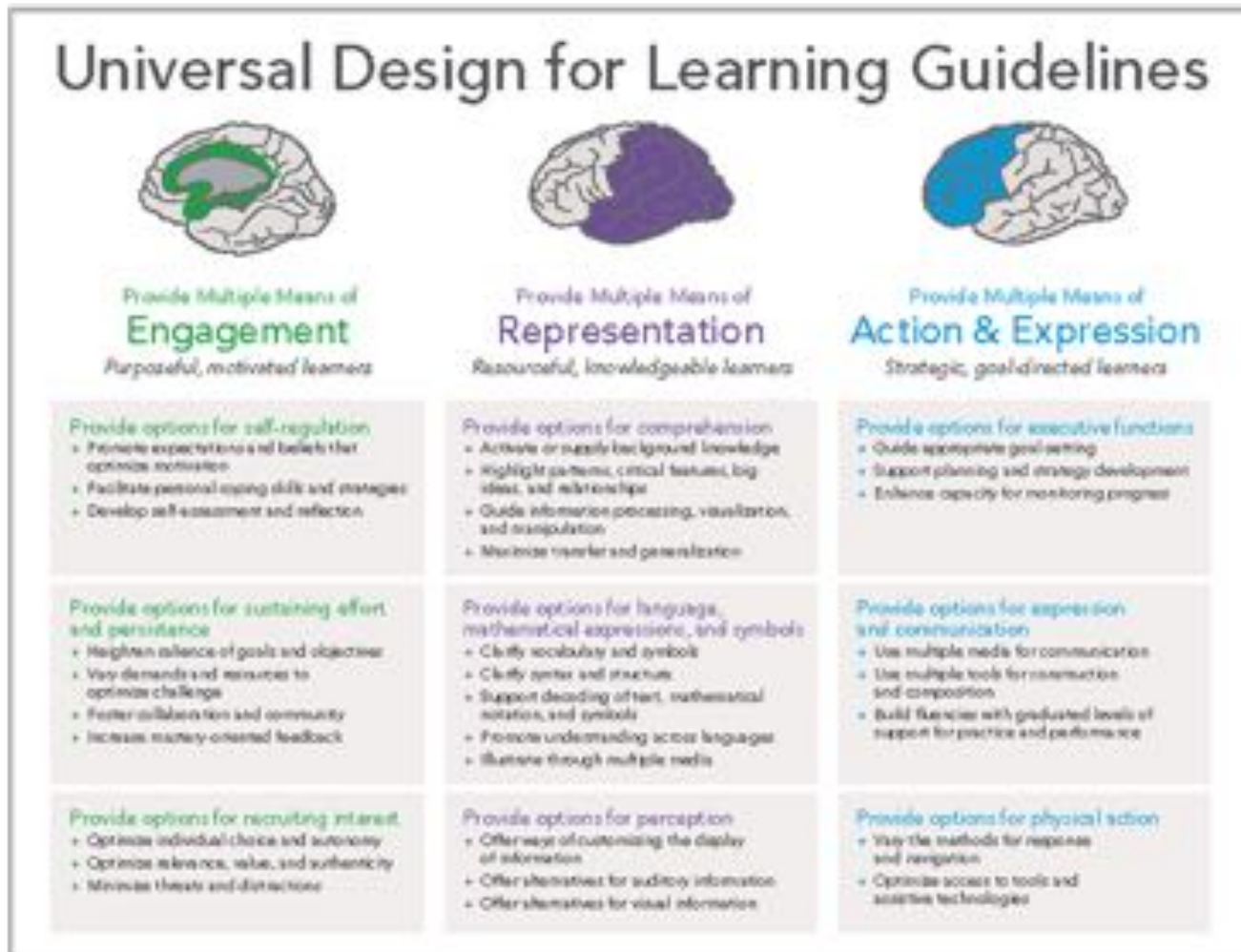
UDL: <u>Designed</u> for SOME Available to ALL

UDL: Designed for SOME
Available to ALL

Phases of a Lesson

- **Connecting:** Connecting to old information
  - Prior knowledge
  - Personal experience
  - Engagement/ interests

- **Processing:** Presenting the information/ Teaching new information
  - Multiple formats
  - Organizing information (graphic organizers)
  - Information going in/ understanding it

- **Transforming & Personalizing:** Students showing what they know/ assessment
  - Oral, visual, written
  - Information going out
  - Showing what you know
  - Making it personally meaningful

Brownlie & Schnellert 2011

SRL

When creating supports for SRL, it can help to ask yourself, "What can I do to help learners learn how to engage in this activity in the future, when I'm not here to guide them?"

Butler, Schnellert, & Perry

SRL Promoting Practices

- Providing Structure

- Giving students influence

- Supporting, scaffolding, co-regulating

- Modeling

- Creating a community of learners

- Accommodating individuals

Class Profile

- Grade 1
- Diverse abilities including
  - Language
  - Physical disability
  - Non verbal
  - Autism
- Background knowledge
  - Rural area/ farming
- No additional staffing
- 2 lessons
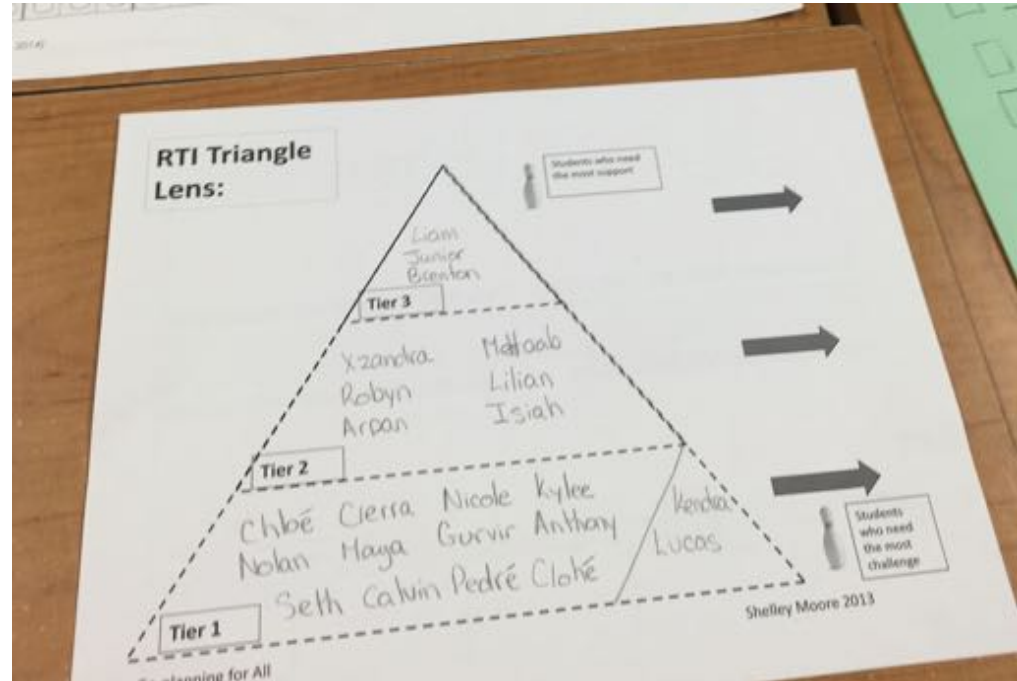
Lesson 1

- Topic: Farming Fun

- Lesson 1: Provocations about farming

  - A Reggio approach – giving kids an opportunity to think about, ask questions, be creative, investigate a topic and/or idea

  - Provides an invitation for exploration and expression

  - Presented as a set of stations that students could choose from

Lesson 1: Connect

Picture Set

Lesson 1: Process

Teaching to the range
(Planning Pyramid)

Station walk to understand the task

- Station 1 (ALL)
  - Farm animal craft
- Choice of 1 more station (MOST)
- Choice of 1 or more station (FEW)

Other Station options
- Farm free play
- Farm picture books
- Farm read aloud/ SMART board activity

Lesson 1: Transform

Partner talk

Prompt: What kind of animals would you like on your farm?

Lesson 2

- Topic: Farming Fun
- Lesson 1: Writing about farming
  - Writing based on their prior knowledge OR
  - Writing about their explorations and experience through the provocations activity

Lesson 2: Connect

Review co-constructed criteria for writing

Lesson 2: Process

Teaching to the range
(Planning Pyramid)

- Writing (ALL)

    - Draw an animal on your farm

    - Write a topic sentence about your farm

- Writing (ALL + MOST)

    - Write sentences about your farm

- Writing (ALL + MOST + FEW)

    - Include a conversation in your sentences

Lesson 2: Transform

Review your writing with a peer using the class criteria

Lesson Supports
(Designed for some – available for all)

Provocation
- Build background knowledge & experience

Choice
- Station, space, text, craft, who to work with

Multiple Access/Exit points
- Range of goals for each activity (ALL/MOST/FEW)

Referencing supports
- Exemplars, word/picture bank, sentence starter
- Peer modeling

Conferencing
- Goal based individual/small group

Formative Assessment

Small Group Activity

Consider this last example

How does this foster empowerment?

How is SRL both required and supported?

How is this inclusion?

Stretch Break!

Better Together

Let's imagine the possibilities …

Working Together to Support SRL: Activity

Soon you will break into groups around a focus

To spark discussion, we offer some inspirational examples…
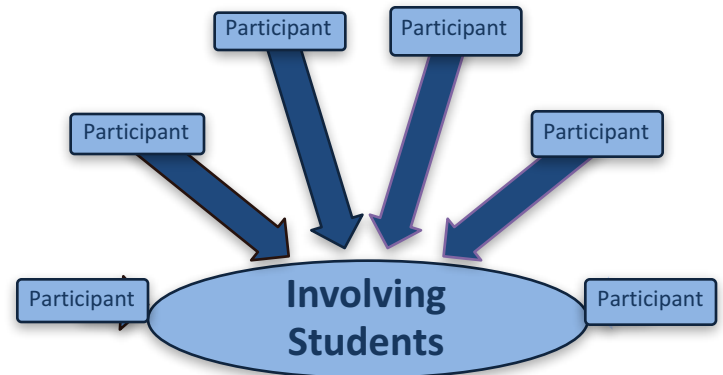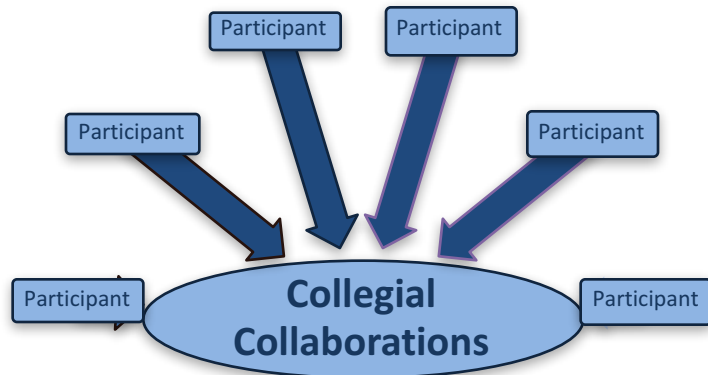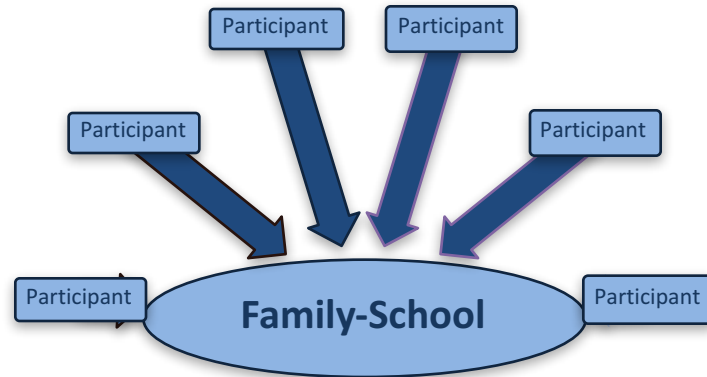
Collegial Collaborations

Example: Reena's Classroom

How did Shelley, Reena, and an EA work together to build supports for Joshua in an inclusive classroom?

Collaborative Inquiry for SRL

Supports teachers' professional learning and practice development in ways that can…

Mobilize energies to achieve meaningful change

Create sustained attention to practice development

Build from teachers' sense of agency and professional responsibility
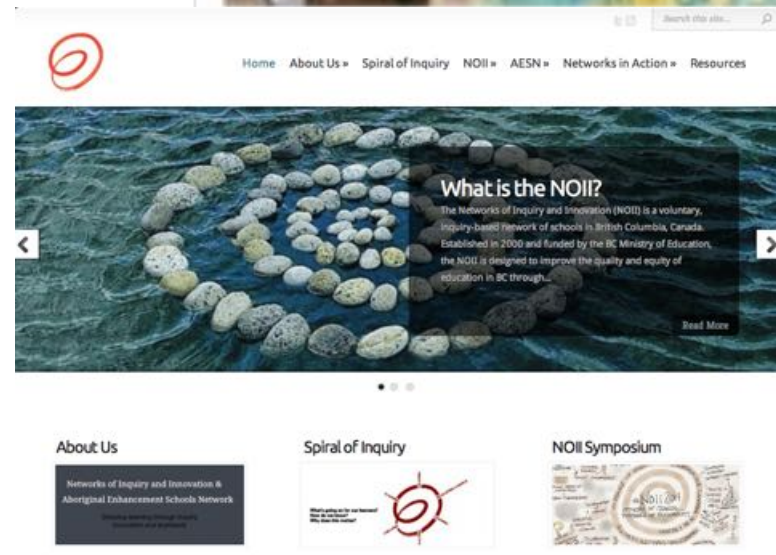
Butler & Schnellert (2012), Butler, Schenllert, & MacNeil (2015), Schnellert (2011)

Working with Families

Communicating with Parents

Collaborating with Parents

- How can we talk with parents about SRL?

  - Children's learning stories
    - School stories
    - Stories from home

Shannon Bain, Baker Drive Elementary, Coquitlam

Self-Regulation Stories

Aspects of SR	Examples	A Learning Story
Emotions	1. Managing powerful emotions 2. Taking responsibility for emotional responses	
Behaviours	1. Using language to resolve conflicts 2. Waiting for a turn 3. Using a number of strategies to reach a goal	
Motivation	1. Paying attention even when it's hard 2. Struggling through the hard parts to learn something new	

Shannon Bain, Baker Drive Elementary, Coquitlam

Self-Regulation Stories

What learning is going on here?
Child's viewpoint:
Family's viewpoint:

What are the opportunities/possibilities for SR and SRL?
Child's viewpoint:
Family's viewpoint:

Including Students

Student-Led Parent Conferences

Don't ask me, I'm just the teacher.

Ask me, I'm a grade 1 expert!

Sylvia King, Hollyburn Elementary, West Vancouver

Involving Students in the IEP Process

- *Why?*
  - Supports students development of self-awareness, self-regulation, and self-determination.
  - Students with a strong sense of self-determination and self-regulation:
    - Become good self-advocates.
    - Achieve higher life satisfaction and quality of life.
    - Increase achievement and participate more actively in school.
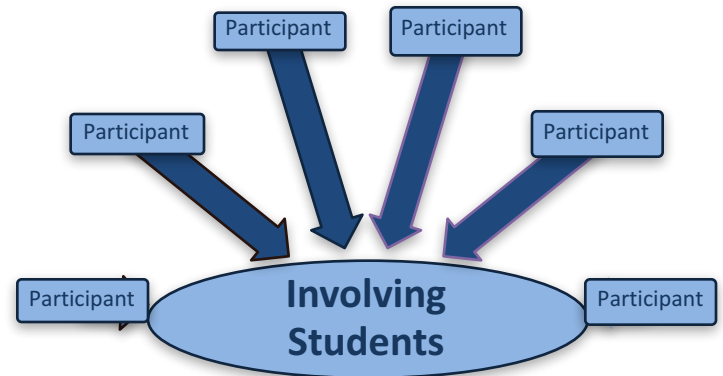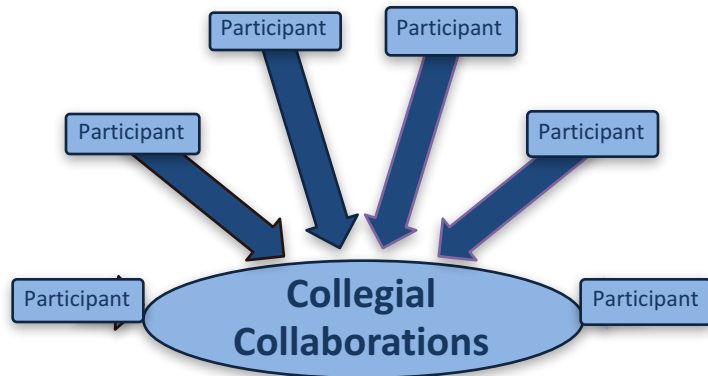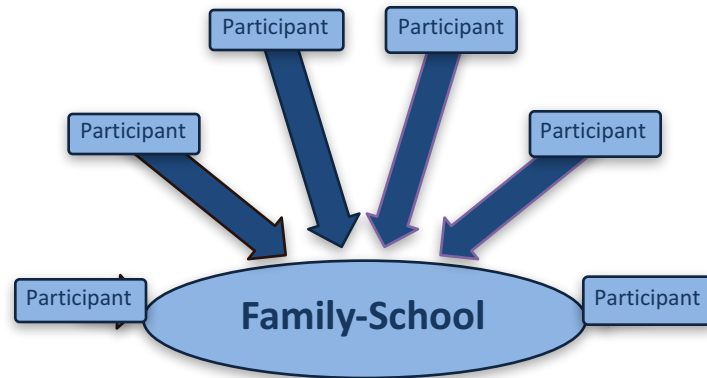

Margarita Endara, SPED Teacher, Ecuador
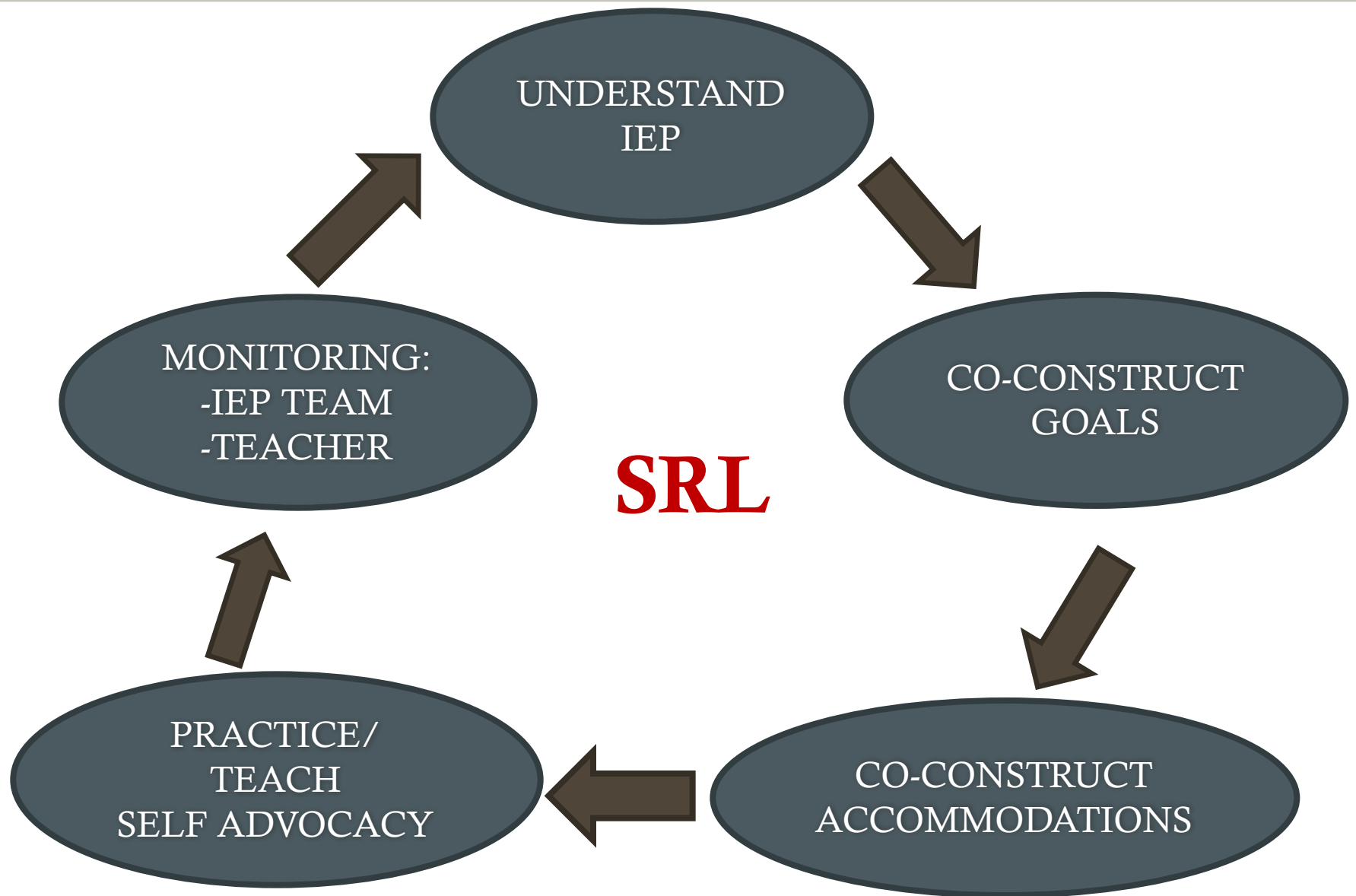
(Twachtman-Cullen & Twachtman-Basset, 2011)
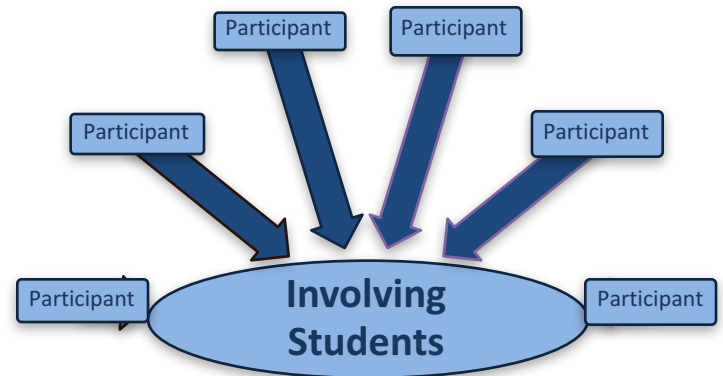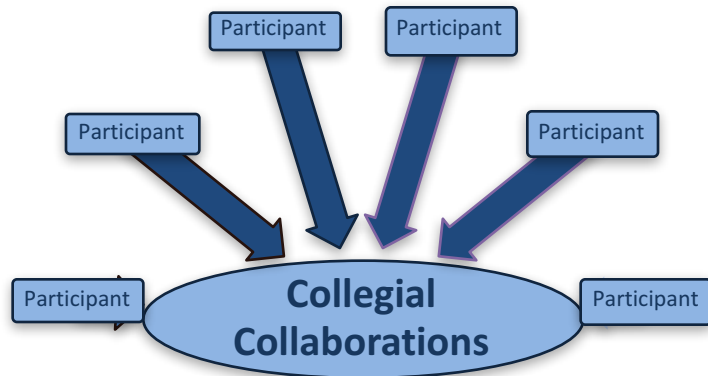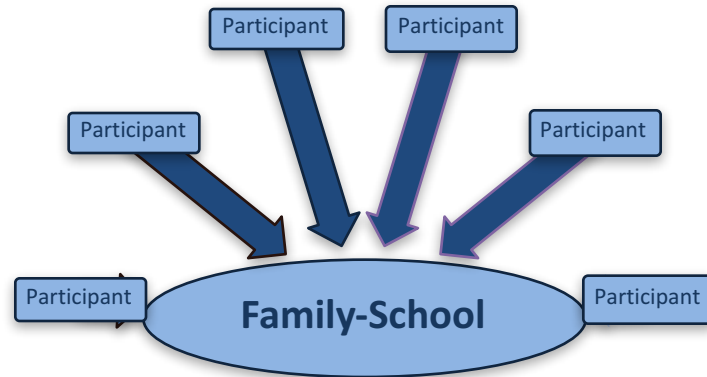(Hart & Brehm, 2012)

Working Together to Support SRL: Activity

Break Into Groups Around a Focus

Be Prepared to Share!

Working Together to Support SRL: Activity

What did your group talk about, plan, create …?

What Will You Do?

YOUR Questions?

What do you know and *what do you wonder* about self-regulation and/or self-regulated learning (SRL)?

Revisit your questions
   Are you starting to find answers?

As you leave, take a moment to record ideas you want to take away

What more do you want to know?

What resources can we suggest?

Upcoming Community-Based MEd Cohort Program on SRL

If interested, contact:
deborah.butler@ubc.ca

http://pdce.educ.ubc.ca/med-in-human-development-learning-and-culture-srl2/

MASTER OF EDUCATION IN HUMAN DEVELOPMENT, LEARNING, and CULTURE (HDLC), specializing in

DEVELOPING SELF-REGULATING LEARNERS IN THE CONTEXT OF BC'S NEW CURRICULUM

DEPARTMENT OF EDUCATIONAL & COUNSELLING PSYCHOLOGY, AND SPECIAL EDUCATION

LOWER MAINLAND COHORT PROGRAM
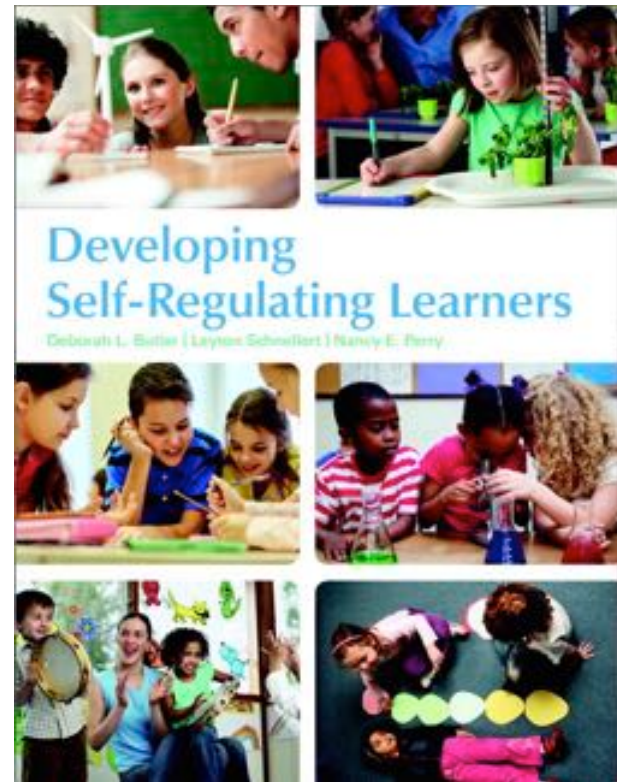Begins January 2017

PDCE.EDUC.UBC.CA/SRL2

Recommended Resource

Butler, D. L., Schnellert, L., & Perry, N. E. (2016). *Developing self-regulating learners*. Don Mills, ON: Pearson.

What We Have Provided:

Chapter One: What is SRL?

Chapter Two: Why is SRL Important?

Teachers Collaborating to Foster Active Learning for All

Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years.* Portage and Main. Chapter One.

Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science.* Portage and Main. Chapter One.

Brownlie, F., & Schnellert, L. (2009). *It's all about thinking: Collaborating to support all learners in social studies, English, & humanities.* Portage and Main. Chapter One.

Schnellert, L., Datoo, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom.* Pembroke. Chapter One.
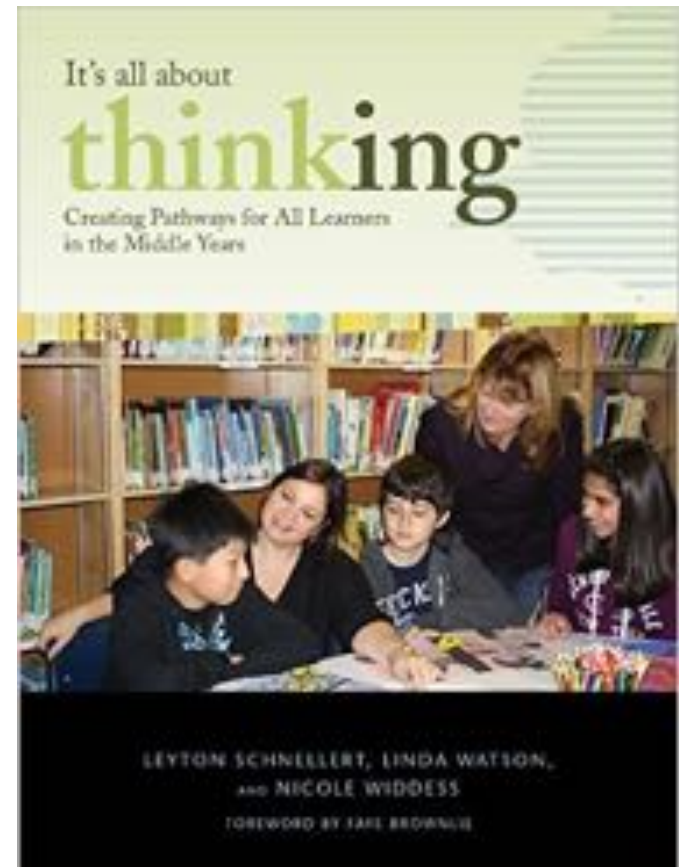
SRL & Inclusion
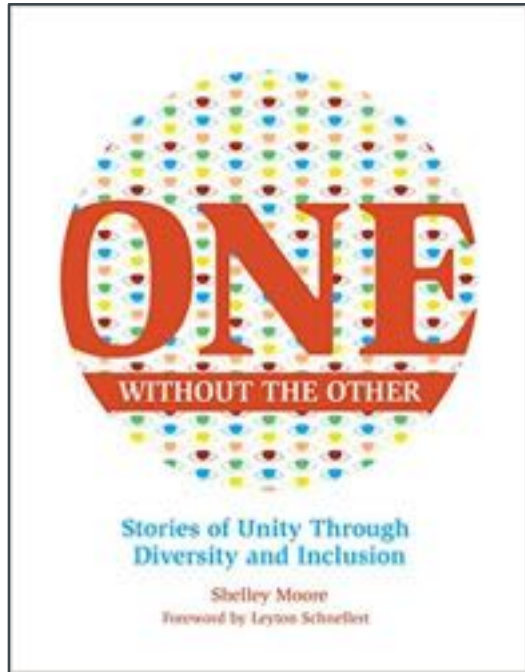
Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion.* Portage & Main.

Brownlie, F., Feniak, C., & L. Schnellert (2006). *Student diversity.* Pembroke.

New Edition this Fall!!!

Enjoy the Rest of Your Summer!