

Collaborative Inquiry for SRL

With



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Plan for Today

Sharing

What are you trying?
How is it going?



Resources

An Inspirational Example
Your Book as a Resource

Next Steps

What will you do?

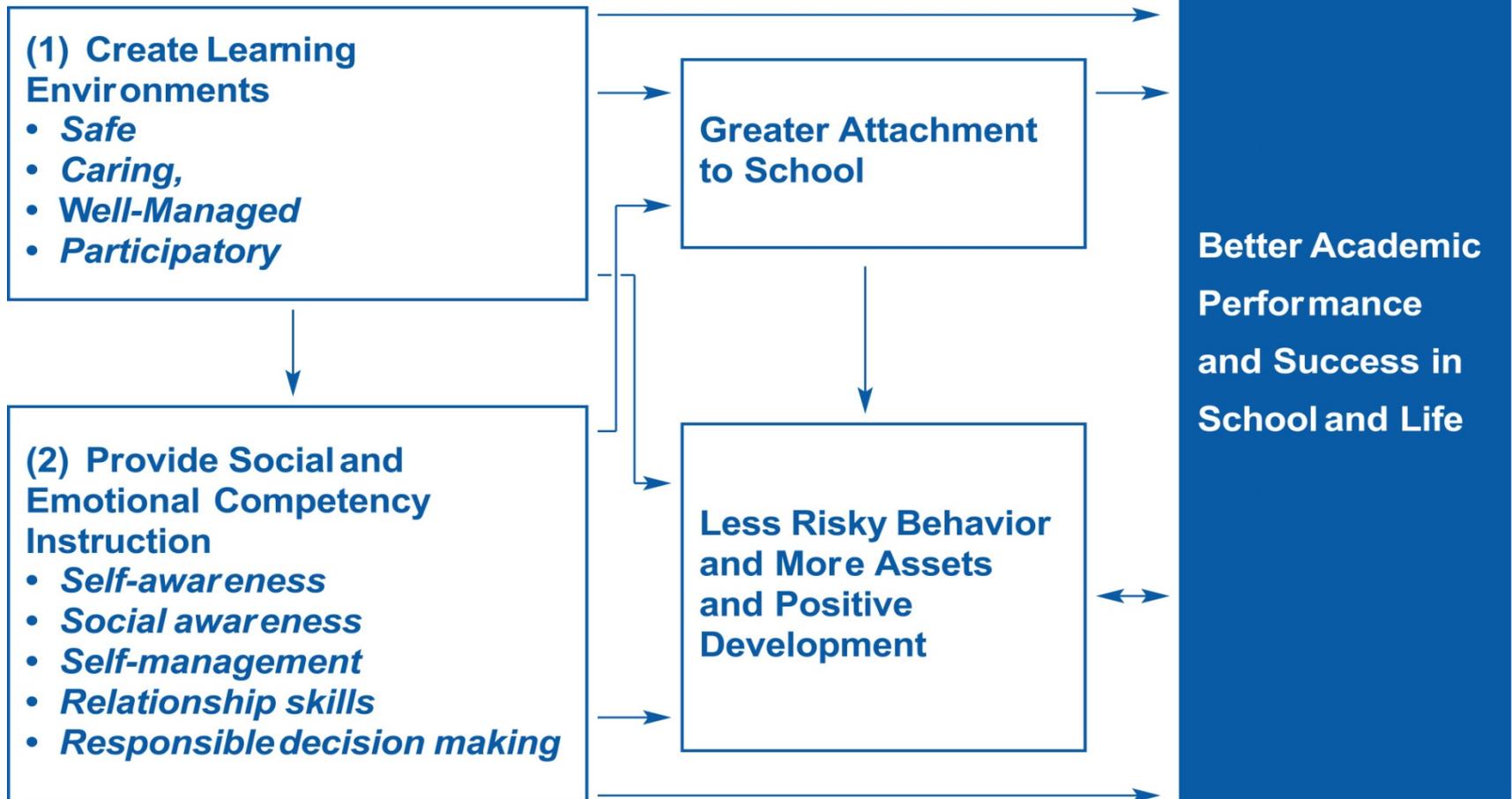
Fostering SRL and SEL





The Process of SEL

Evidence-Based SEL Programs:



What is Self-Regulated Learning?

Lifelong learners are *self-regulating* learners (alone & with others!)

Self-regulating learners know how to control their *thoughts*, *feelings*, and *actions* to achieve personal goals and respond to environmental demands (Zimmerman, 2008)

Self-regulation describes "active," strategic learning

Individuals can take, and feel in control, over learning by deliberately and reflectively “self-regulating” their engagement in activities

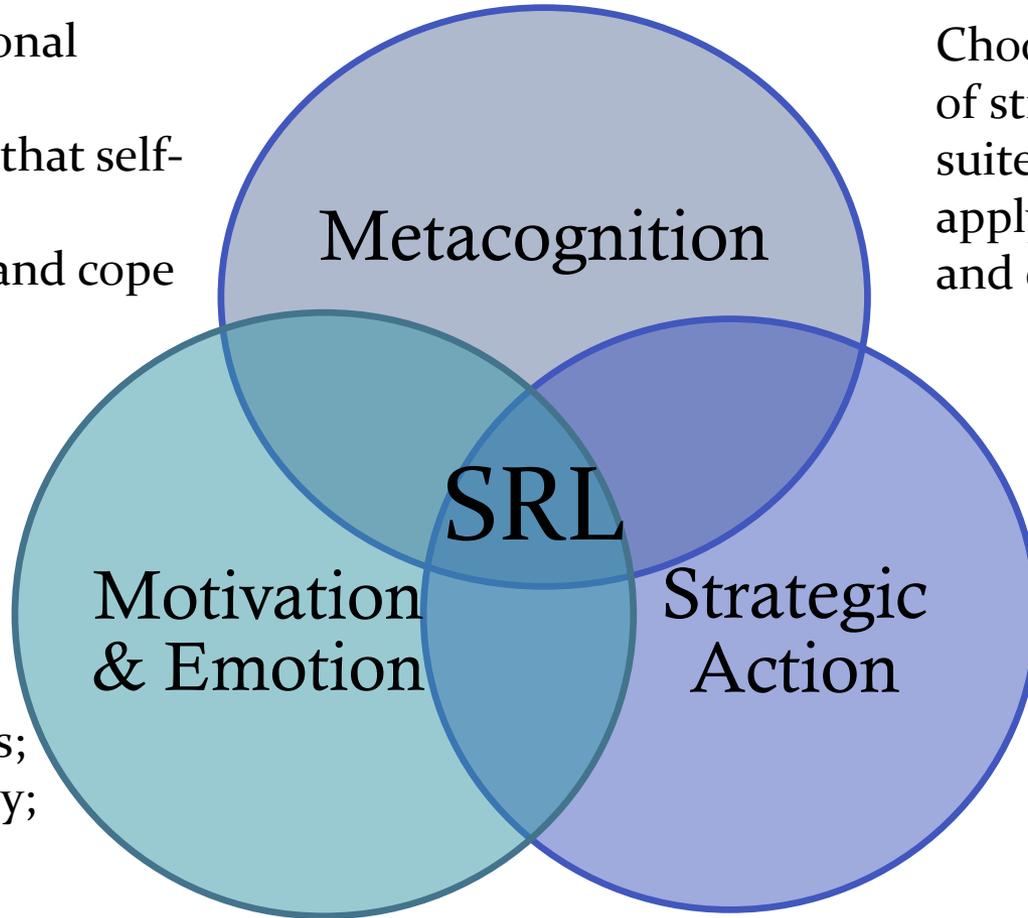


Probing Deeper: What is SRL?

Awareness of personal strengths and limitations; Using that self-awareness to solve problems and cope with challenges

Metacognition

Choosing from a repertoire of strategies those best suited to the situation and applying them effectively and efficiently



Motivation
& Emotion

Strategic
Action

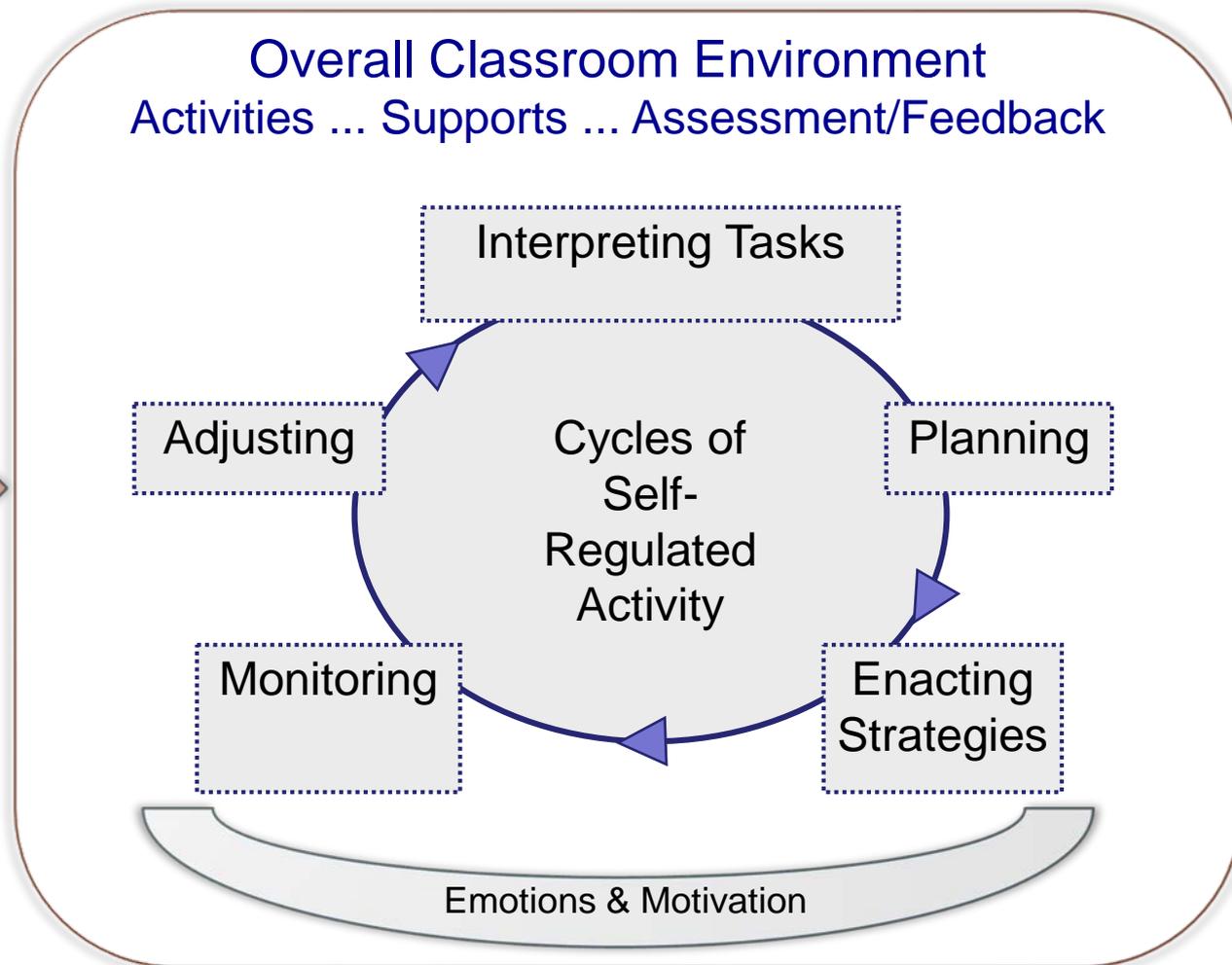
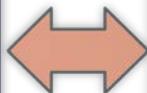
Affective responses;
Beliefs about ability;
Willingness to try;
Expectations for
success

An Integrative Model of Self-Regulation

(Butler, Schnellert, & Perry, 2016)



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



Sharing

What have you been thinking or trying in your context related to our focus on SEL/SRL?

Where has your inquiry been focusing?

What have you been seeing in practice?

What have you tried or are you thinking of trying?

Inspirational Example

Design Thinking



Nurturing Learning in Inclusive Classrooms

How can we create inclusive environments in which students feel they belong and are empowered to engage in rich forms of learning?



“What happens when we use an inquiry approach to help students talk about and self-regulate their learning?”

Metacognitive Strategies

1. Planning
2. Monitoring
3. Problem Solving
4. Evaluating

References:

- A Classroom Investigation of the Growth of Metacognitive Awareness in Kindergarten Children through the Writing Process, *Early Education Journal* (2004)
- Thinking About our Thinking, *Cheifland Elementary Metacognition Share Out* (2011)

Our Class Goals

Writing



We can make goals for our writing.

Reading



We can point and track words while we read.

Math



We can write numbers in different ways.

Wonder Work



We can ask questions about dinosaurs.

Centers



We can plan and talk about our play.

Classroom
Learning
Intentions

Reflecting on Play



Budgell Dino Inquiry



What did we notice?

- More student engagement
- Less classroom management challenges
- More student led conversations - at school and at home
- More teamwork and problem solving at a student level

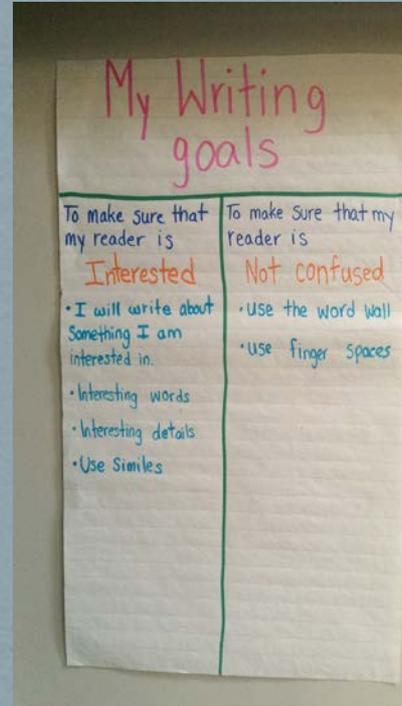
Writing Workshop

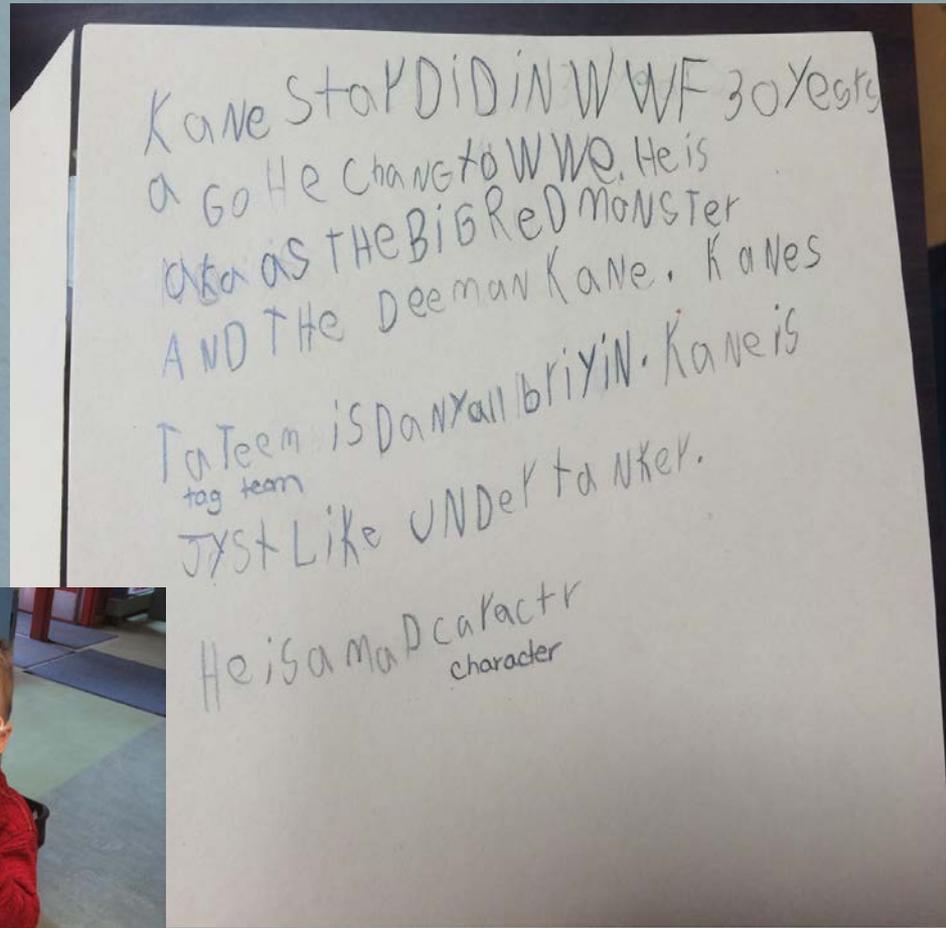
Will the integration of whole class criteria setting and self assessment help students to increase their confidence and interest in their reading and writing?



The Launch

- Showed the kids student exemplars
- Set up a student writing station and personal writing folders
- What is “Friend Write Friday” brainstorm
- Discovered a connection to last year (meaningful books/meaningful writing)
- Coil-bound books and special spot for their books
- Set criteria as a group and individually

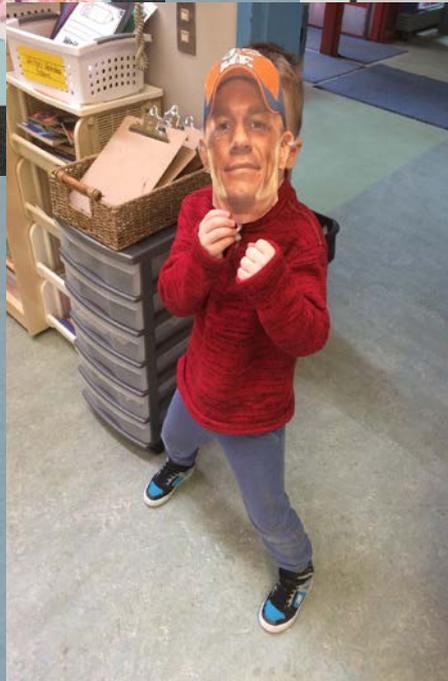




Choice = High interest

What do you know a lot about?

What are you passionate about?



RUNNING RECORD RECORDING SHEET

Name: _____ Date: _____

Book Title: _____

Warm read Cold read Level: _____ Accuracy: _____ % Self-Corrections: _____

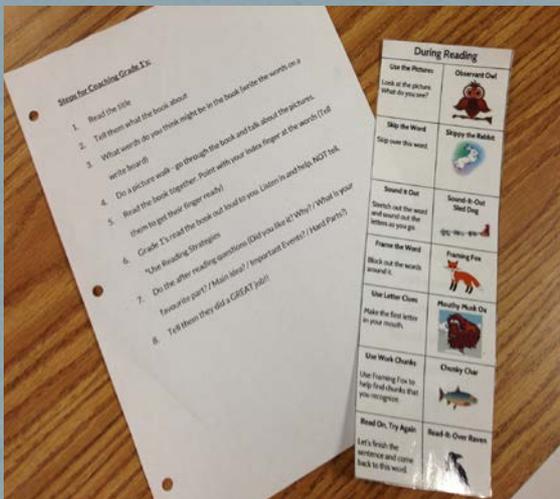
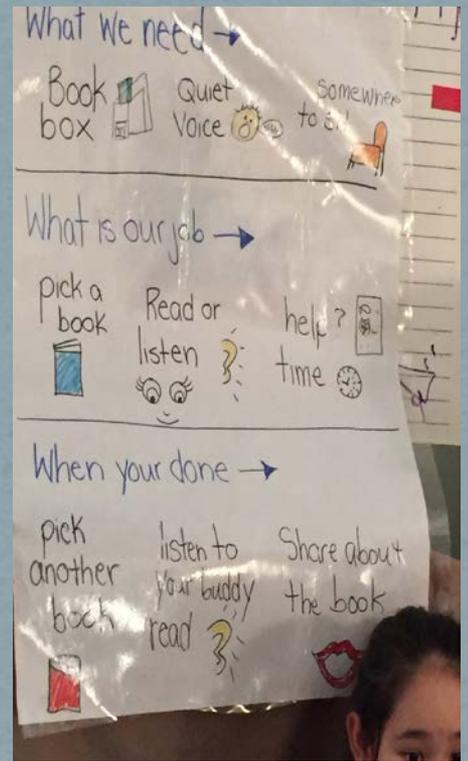
Cues used: Meaning Structure Visual

Strategies used: Chunky Char Observant Owl Skippy the Rabbit
 Mouthy Muskox Sound-out Sled dog Framing Fox Read-it-over Raven

Comprehension:

- Unsatisfactory:** does not respond or talks off topic
- Limited:** mentions a few facts/ideas but not express important information or ideas
- Satisfactory:** includes important information and ideas but neglects other key Understandings
- Excellent:** includes almost all important information and main ideas

Page	E	S	E	S
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Results

What went well:

- They know and use the reading strategies outside of buddy reading and come up with their own systems (Help Me Out Hedgehog; You Read, I Read)
- Their engagement, motivation, and persistence increased during buddy reading time

Stretches:

- Strategic partnerships
- Book choices

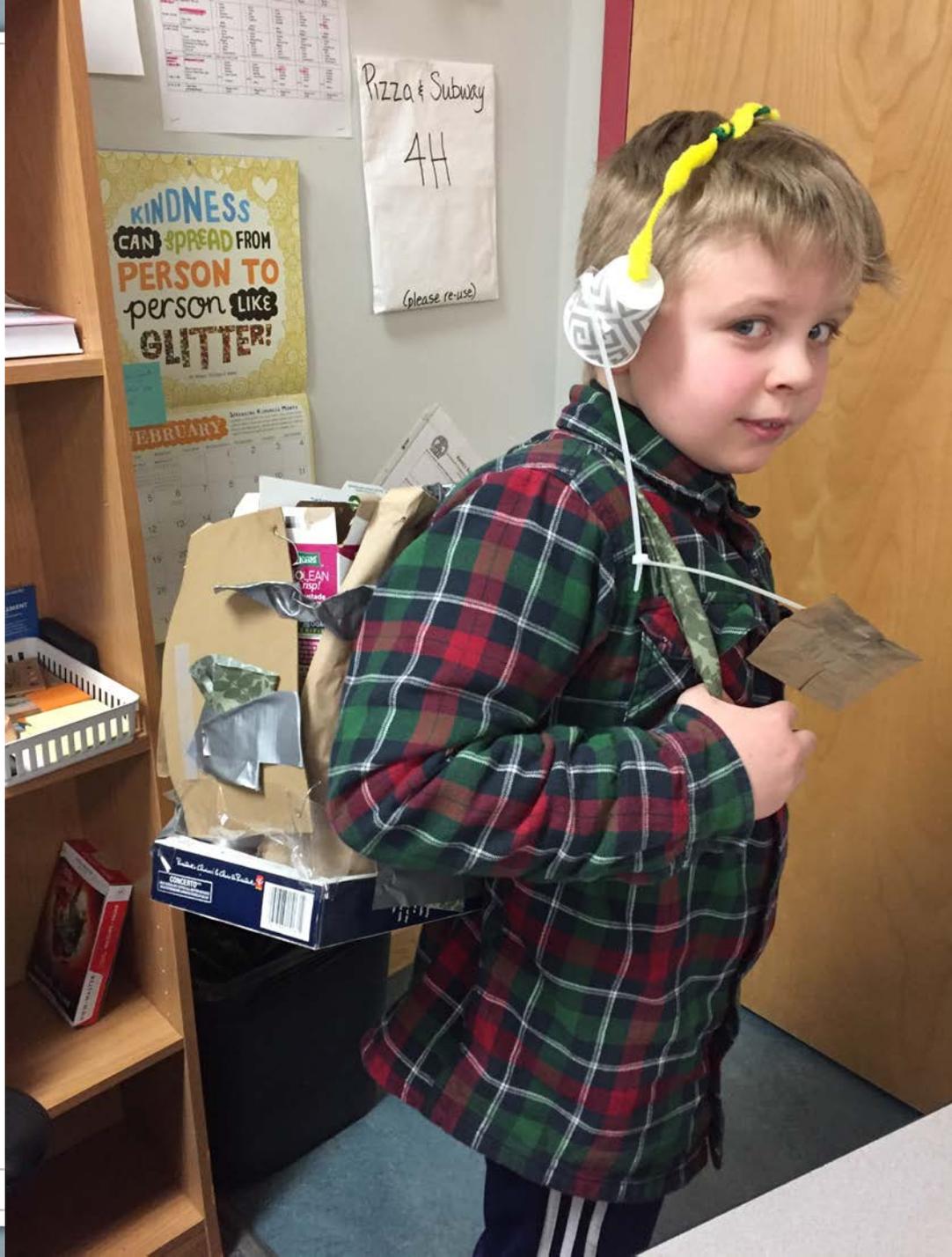
Next Steps:

- Fluent readers leading large groups instead of individuals
- Incorporating other centre and guided reading practises (eg, must-do's, word work, etc.)
- On the bookmark, have students reflect on what they did (exit ticket)

- What happens when we use inquiry learning as a way to engage all learners?
 - Genius Hour
 - Project-based Learning
 - Guided Inquiry
 - Empathetic Design

Empathetic Design

- Introduce the Design Challenge
- Design Thinking Process
 - Interviewing
 - Brainstorming
 - Consensus
 - Sketch
- Prototype Building
- Sharing and Debriefing



Handwritten notes and a calendar on the wall.

Pizza & Subway
4H
(please re-use)

KINDNESS
CAN SPREAD FROM
PERSON TO
PERSON LIKE
GUTTER!

FEBRUARY
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29

Stack of papers on a shelf.

White basket on a shelf containing various items.

Red box on a shelf.

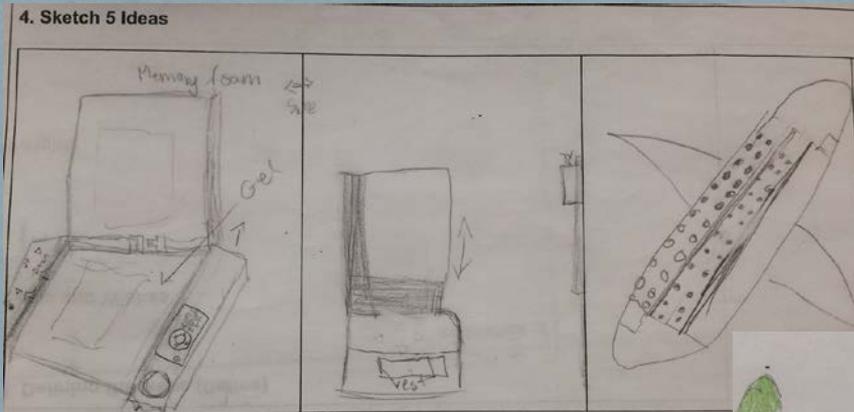
Blue box with 'CONCRETE' label on the cardboard box.

William Mack Middle

What happens when we engage learners (and (teach Science and Social Studies) through empathetic design?

How would you redesign an airplane seat? (6A)

What did we do?



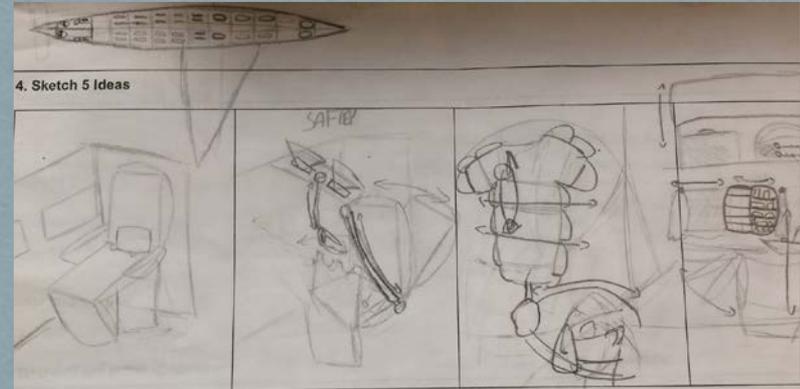
5. Gain Feedback From Your Partner

Footrest
conveyor bed
armrest roller
TV + pop remote
wide
big walk way

headrest pillow
TV come down ceiling
Life vest under

Equality

North



Gain Feedback From Your Partner

conveyor chair
life
armrests come up as fridges
headrest pillow
TV comes down from ceiling
cooling and warming gel

Design Your Idea Based on Feedback

(5 mins.)

7. Sketch Your Group's Idea

Empathetic Design

- Introduce the Design Challenge
- Design Thinking Process
 - Interviewing
 - Brainstorming
 - Consensus
 - Sketch
- Prototype Building
- Sharing and Debriefing

Rossland Summit School

LFI teachers design challenge using Newton's 3 Laws:

Design Challenge:

Create a unique element for a multi-use park. It has to be for ages 5-14, it has to represent one or more of Newton's Laws, it had to be unique and not something they had already seen.

Questions for students to think about during the design process:

How does your prototype relate to Newton's Laws?

How is your prototype an innovative design?

Why did you pick the design you did?

Justify your final design choice

Strategic Questioning

Interpreting Activities and Tasks

- What is your job?
- What is this assignment asking you to do?
- How will you know if you've done a good job?

Choosing and Using Strategies

- How will you approach this task (given your goals?)
- What strategies have worked for you before?
- What don't you show me what you can try?
- I noticed you did this. Is that a strategy you are using?
- What are you doing here that you can do again and again?

Monitoring and Adjusting

- How are you doing? How do you know?
- What criteria are you using here to judge your work?
- What can you do differently to solve that problem?

Developing Self-Regulating Learners

Our Shared
Reading for
Last Year

*Many chapters
include planning
tools you can
lean on this year*

Part	Chapter
Introduction	Developing Self-Regulating Learners
Part One: Portraits of Self-Regulated Learning	Chapter One: What is Self-Regulated Learning?
	Chapter Two: Why is Supporting Self-Regulated Learning Important?
	Chapter Three: How is Self-Regulated Learning Related to Social-Emotional Learning and Executive Functioning?
	Chapter Four: What Goals Should We Focus on to Foster Self-Regulated Learning?
Part Two: Developing Self-Regulating Learners	Chapter Five: Creating Safe and Supportive Learning Environments 
	Chapter Six: Guidelines for Designing SRL Promoting Practices
	Chapter Seven: Designing Activities To Foster Self-Regulated Learning 
	Chapter Eight: Providing Supports for Self-Regulated Learning 
	Chapter Nine: Designing Assessment and Feedback to Nurture Self-Regulated Learning 
Part Three: Pulling it All Together: The Promise of Supporting Self-Regulated Learning	Chapter Ten: Meeting the Needs of Diverse Learners
	Chapter Eleven: Motivating and Engaging Learners
	Chapter Twelve: Empowering 21st-Century Learning
Epilogue	Working Collaboratively to Foster the Development of Self-Regulating Learners

SRL PLANNING TOOL 5-1
Fostering SRL: Reflecting on Action

Developing
 Self-Regulating
 Learners

Chapter Five
*Reflecting on
 Practices*
*(Creating Safe &
 Supportive
 Environments)*

Your Name	Grade	Subject(s)	Date
Activity?			
Context: What was your goal? What did you try?		Observation. What happened? What did you notice about the students' reaction and learning?	
React and interpret: What did you learn (a) about promoting SRL; (b) about teaching and learning generally?		Reflect and Plan: What will you try next?	

SRL PLANNING TOOL 7-1
Designing SRL promoting Activities

Developing
 Self-Regulating
 Learners

Chapter Seven
*Designing SRL-
 Promoting
 Activities*

Your Name	Grade	Subject(s)	Date
Instructional Goals/Objectives:			
Activity/Task Description:			
How is Your Activity/Task Creating Opportunities for Active Learning and SRL?			
How does your activity/task work towards multiple goals?			
How are you focusing on large chunks of meaning (big ideas)?			
How are you integrating across content areas?			
How is learning extended over time?			
How are students making choices?			
How are students engaging in a variety of processes?			
How are students involved in both individual and social forms of learning?			
How can students create a variety of products to demonstrate their learning?			

SRL PLANNING TOOL 8-1

Weaving Supports for SRL into Activities and Environments

Your Name	Grade	Subject(s)	Date
Instructional Goals/Objectives			
Activity/Task Description:			
How Will you Weave Supports for Active Learning and SRL into Activities? Consider, in each area, how you might also recruit students to support each others' learning.			
How will you integrate support for SRL into activities?			
How will you support students to engage in full cycles of strategic action (interpreting tasks, setting goals, planning, enacting strategies, monitoring, revising)?			
How will you bridge from providing guidance to fostering independence?			
How will you support students' thinking and learning processes?			
How will you nurture learners' construction of knowledge and adaptive expertise?			

Developing Self-Regulating Learners

Chapter 8 *Creating Supports for SRL*

SRL PLANNING TOOL 9-1
Assessments and Feedback for SRL

Developing
 Self-Regulating
 Learners

Chapter 9
*Designing
 Assessments and
 Feedback*

Your Name	Grade	Subject(s)	Date
Instructional Goals/Objectives:			
Activity/Task Description:			
How Will you Create Assessments and Feedback Supportive of Active Learning and SRL?			
How will you generate information for both yourself <i>and students</i> ?			
How will you distribute assessments and feedback through activities?			
How will you engage students in recognizing, interpreting, and/or co-constructing learning goals?			
How will you assess for both content and process goals?			
How will you grade for growth and progress?			
How will you use assessment and feedback to empower students (e.g., through self-assessment? by engaging them in full cycles of strategic action)?			
How will you use assessment and feedback to create a "dialogue" with students?			
How will you ensure your feedback is "powerful" (e.g., helps learners understand learning intentions, progress, and what to do next)?			

Spirals of Inquiry

(Halbert & Kaser, 2013)

What is happening in your context?

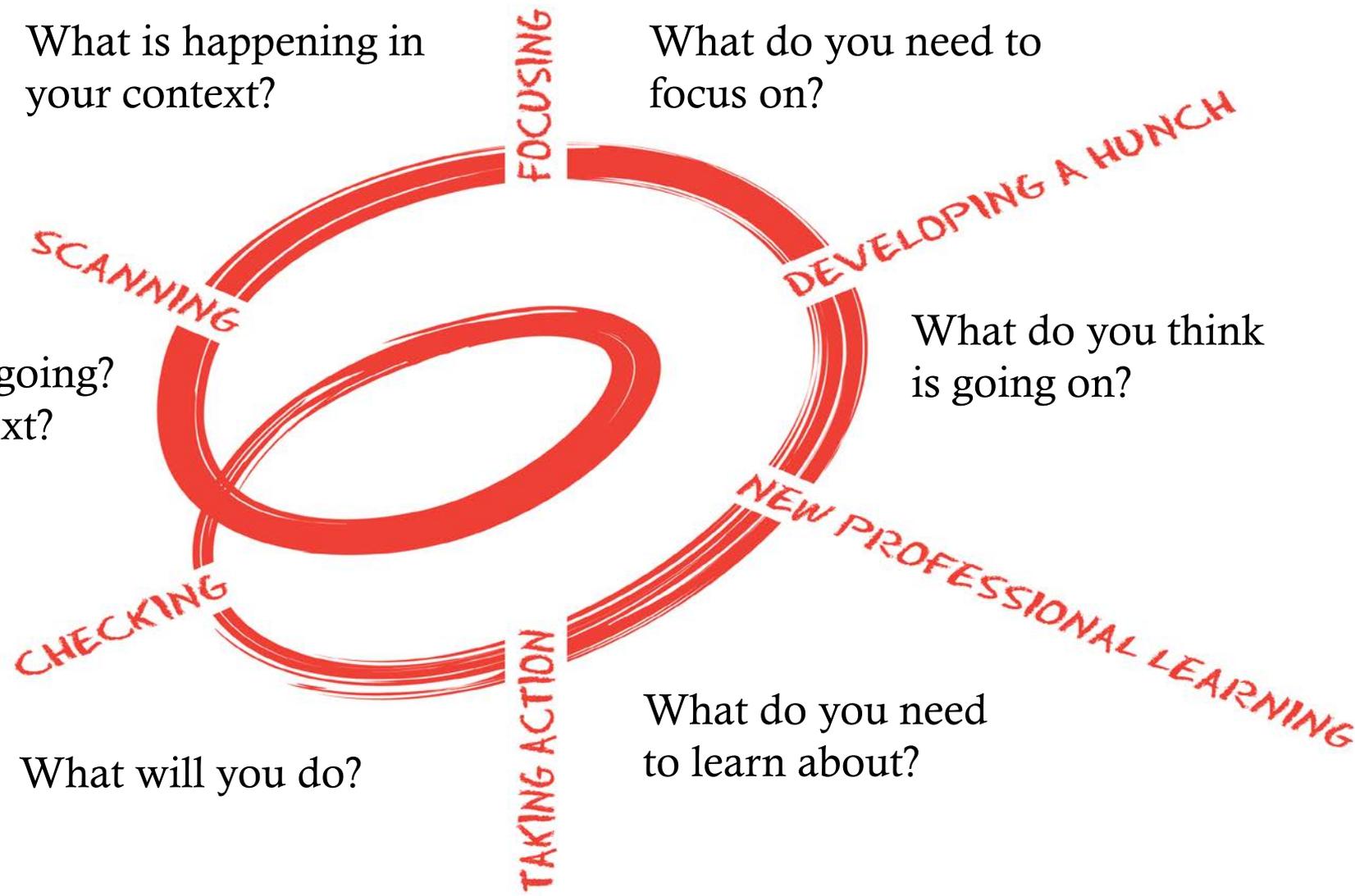
What do you need to focus on?

How is it going?
What's next?

What do you think is going on?

What will you do?

What do you need to learn about?



What's Next?

We'll see you again in February!

Between now and then, what will you do?

