

Day 2 Begins...

Our TWO-DAY Plan

Day 1

Knowledge: Types of learning regulation, how EFs support LR, impact of EFs in life/learning

Concept: How we want to regulate learning and how we actually DO

Skill: Using the BSP, talking to parents about EFs, teaching kids about EFs

Day 2

Knowledge: How the BSP works, how to incorporate feedback


Concept: EFs impact performance, process-based feedback is motivating

Skill: Applying an EF lens, using the BSP, using process-oriented observation and feedback

Housekeeping

- I will send a stop / start / continue type survey.
- I will ask for your address to post your certificate and ribbon.
- I will send the prize book ASAP!
- AOB?

EF Stories?
Flipgrid



Response Inhibition
Working Memory
Emotional Control
Flexibility
Sustained Attention
Task Initiation
Planning and Prioritizing
Organizing
Time Management
Goal-Directed Persistence
Metacognition

Four Groups – Responding with an EF Lens

Not writing a single word in 30 minutes of writing time.

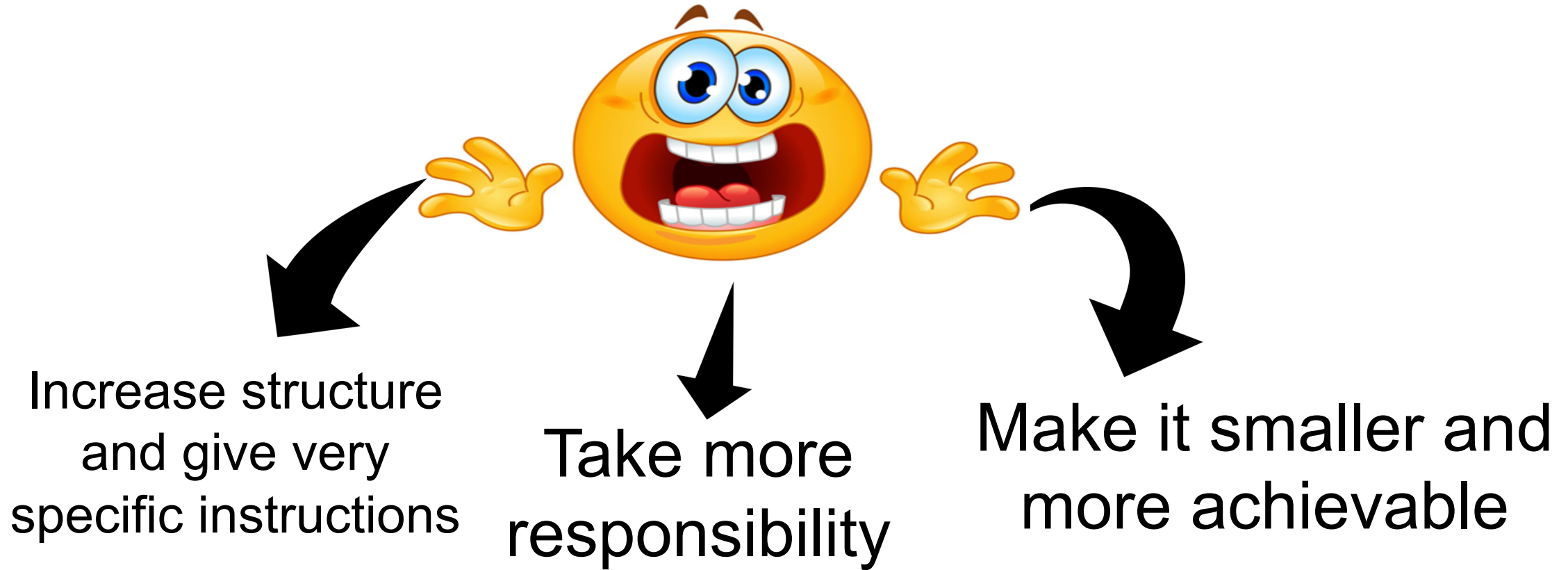
**Terrible book report after having three weeks to do it.
Way too short.**

All math questions incorrect (subtracting with borrowing).

Not participating in a class discussion.

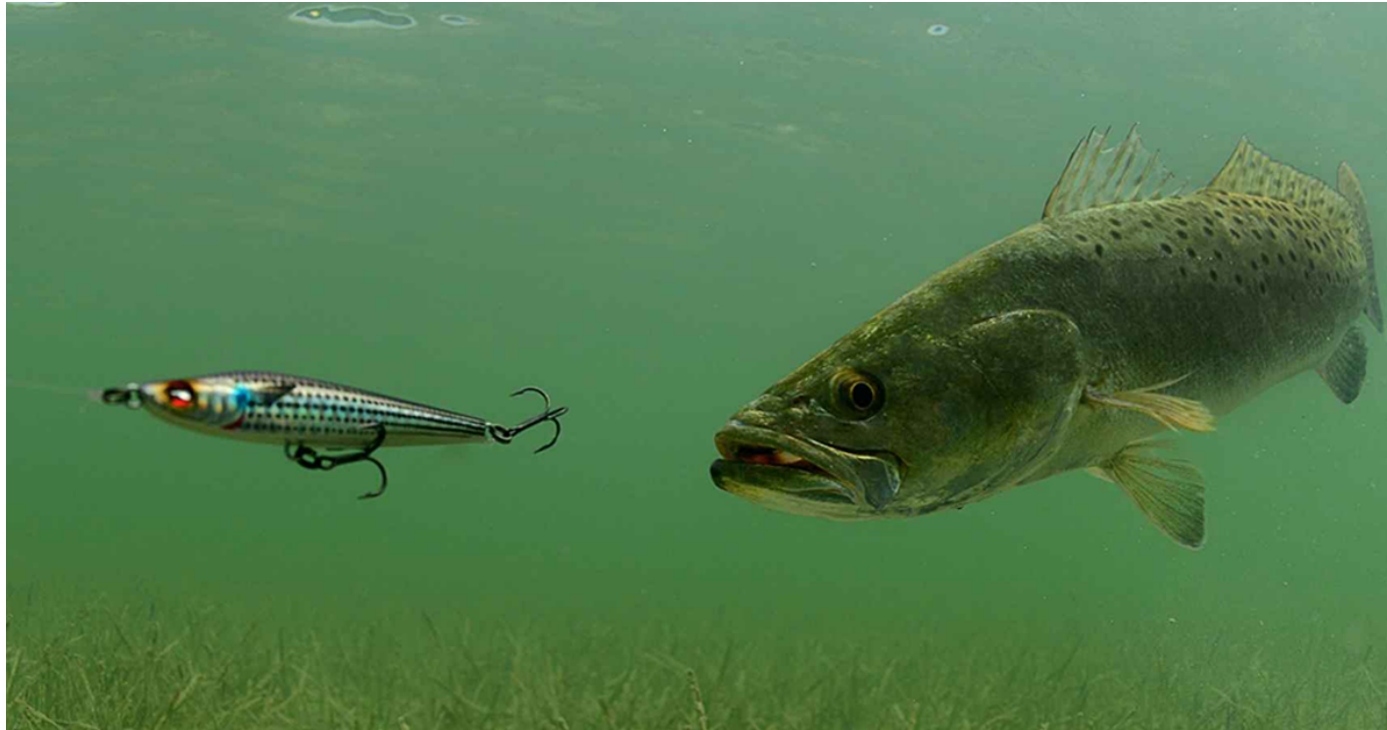


Stress → *Externally Regulated Learning*



Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research*, 86(3), 643-680. Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79, 491–525.

How do we tend to respond?



to all the unexpected student behaviors?

Natural and Normal Thinking Errors in Externally Regulated Learning

- ✓ **Vividness Bias**
- ✓ **Confirmation Bias**
- ✓ **Race to Action**
- ✓ **Illusory Superiority**

Turn and talk

Personal

IQ
LD, ADD, etc.
Self-efficacy
Goals
Intrinsic interest
Special skills / passions
Experience at school
Experience in family
Interest
Culture
History
Language

Behavioral

ODD
Adaptive or defensive
responses
Working memory
Initiation
Attention
Planning
Emotional control
Organization
Persistence

Context

Relationship with T
Relationship with peers
Task requirements
Suitability of goals
Experience in family
Culture
History
Language



Thinking Errors



Diagnosis Errors



Intervention Errors

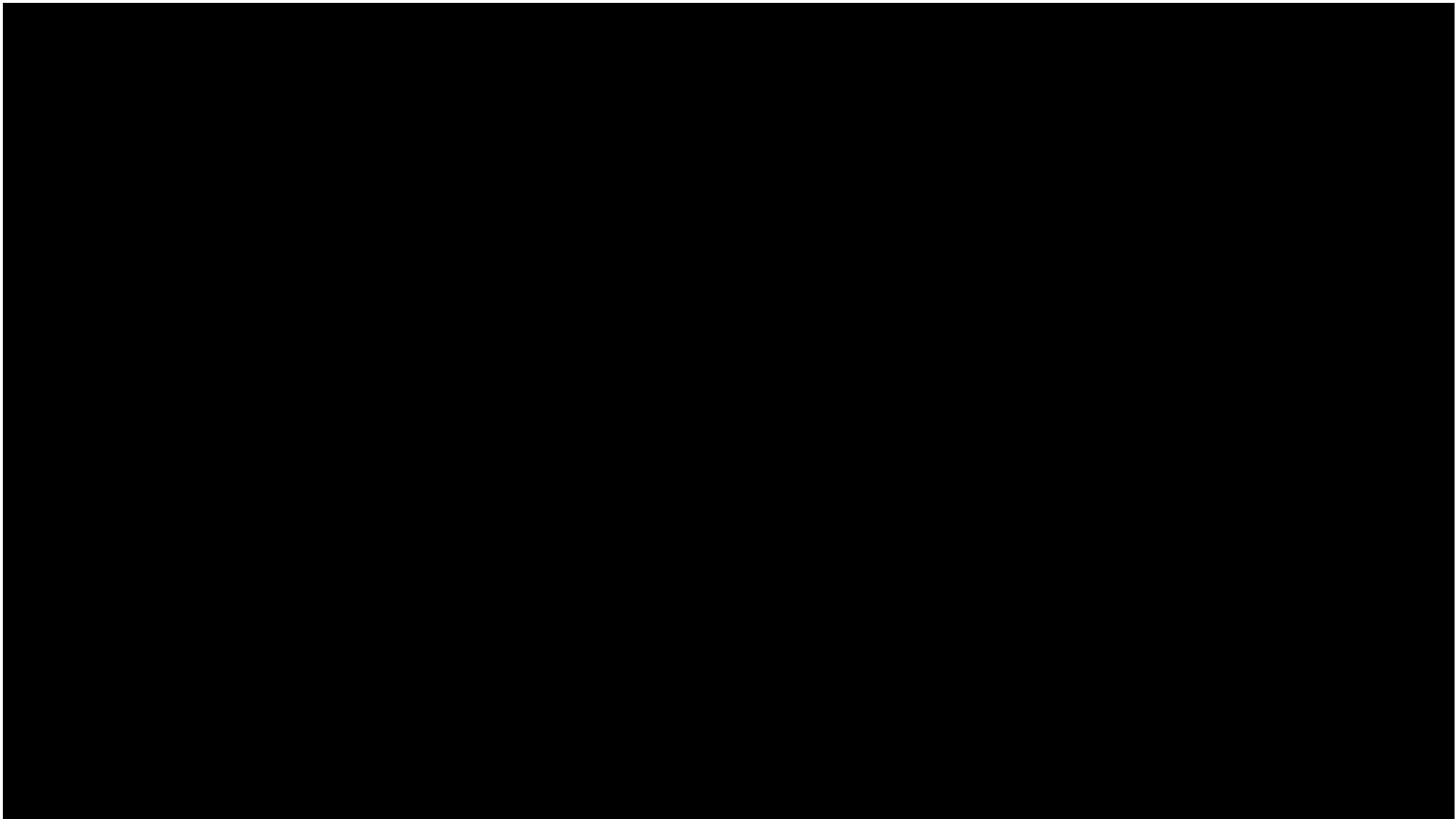


Rushed
Biased and often wrong
Exhausting

Goal:

**Independently solve math
word problems**

Connect to EFs. Start together, then in groups of 3



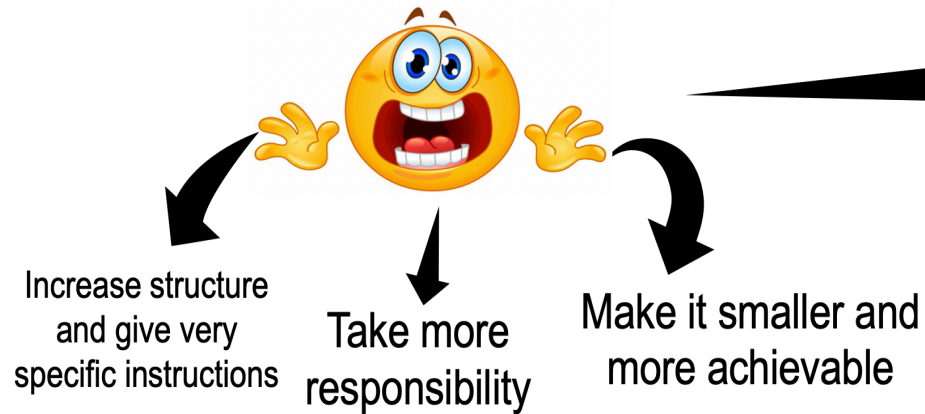
Backchannel notes

Can you give me directions back home?

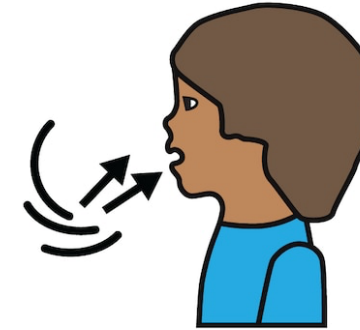
I'm at the store.

I left my house heading east on Cranbrooke. I took the first right turn onto Elm and continued for 5 blocks. Then, I turned left on to Lawrence and continued until the traffic light at Young. I turned left onto Young and then another quick left into the Metro grocery store.

Stress → *Externally Regulated Learning*



Take deep breath



BSP

- Gather more data
- Achieve better understanding
- Give students voice
- Validate students' competence
- Engage autonomy
- Enable more tailored and timely strategy

Activated Learning is a more mindful teaching practice.

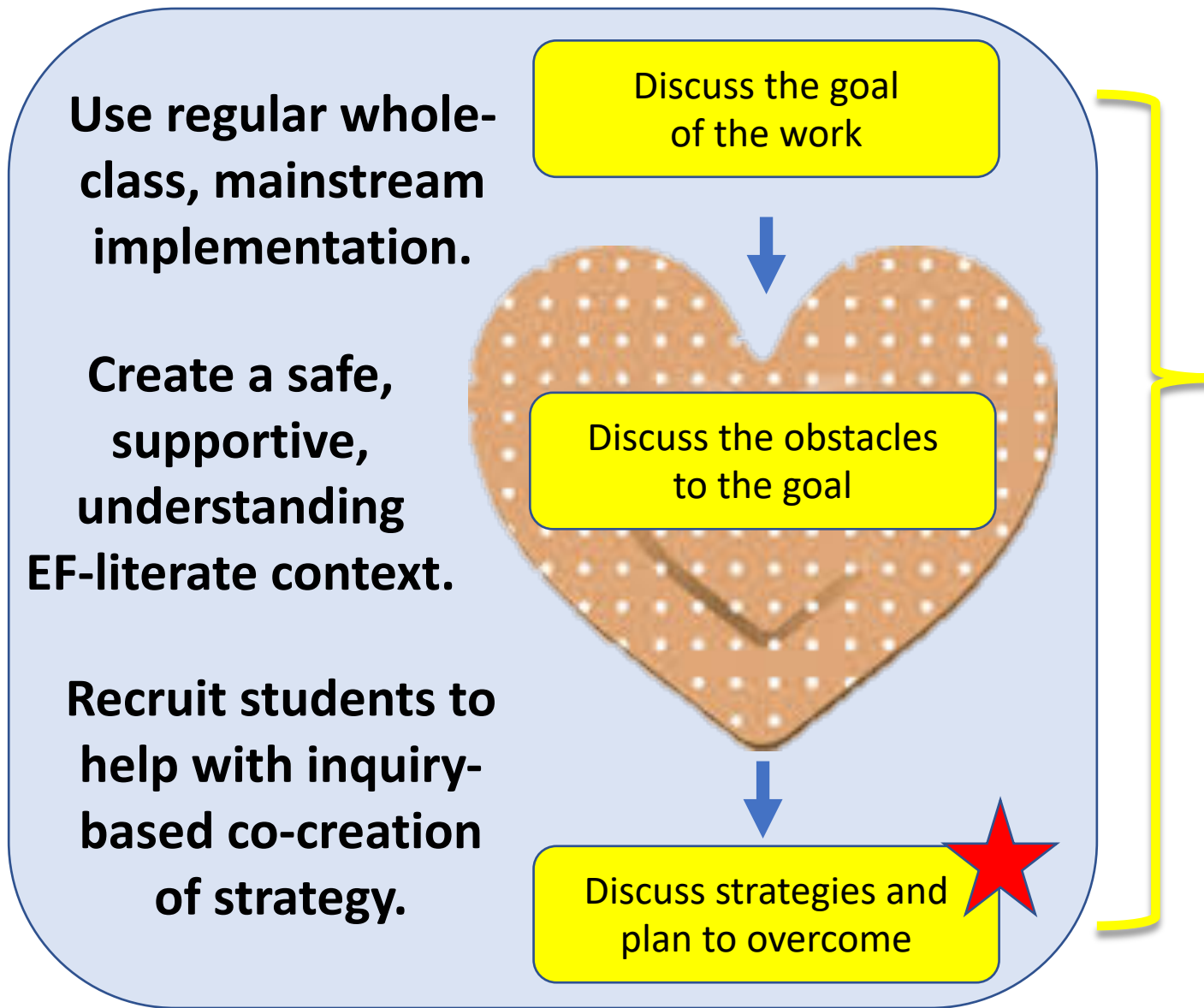
Activated Learning a “two breath” teaching practice.

Activated Learning is a teaching practice that happens outside, above, LOOKING IN at our habits, biases, and impulses.

Activated Learning is a “*woke*” teaching practice.

Semi-structured PROTOCOLS
help us slow down, resist bias,
break habits, gather data, and
intentionally interrupt
thinking errors.

Katz, S., & Dack, L. (2013). *Intentional Interruption: Breaking Down Learning Barriers to Transform Professional Practice*. Thousand Oaks, CA: Corwin Press.



Mental Contrasting with Implementation Intentions or “WOOP”

Oettingen, G., & Gollwitzer, P. (2010)

**ACTIVATED
LEARNING**

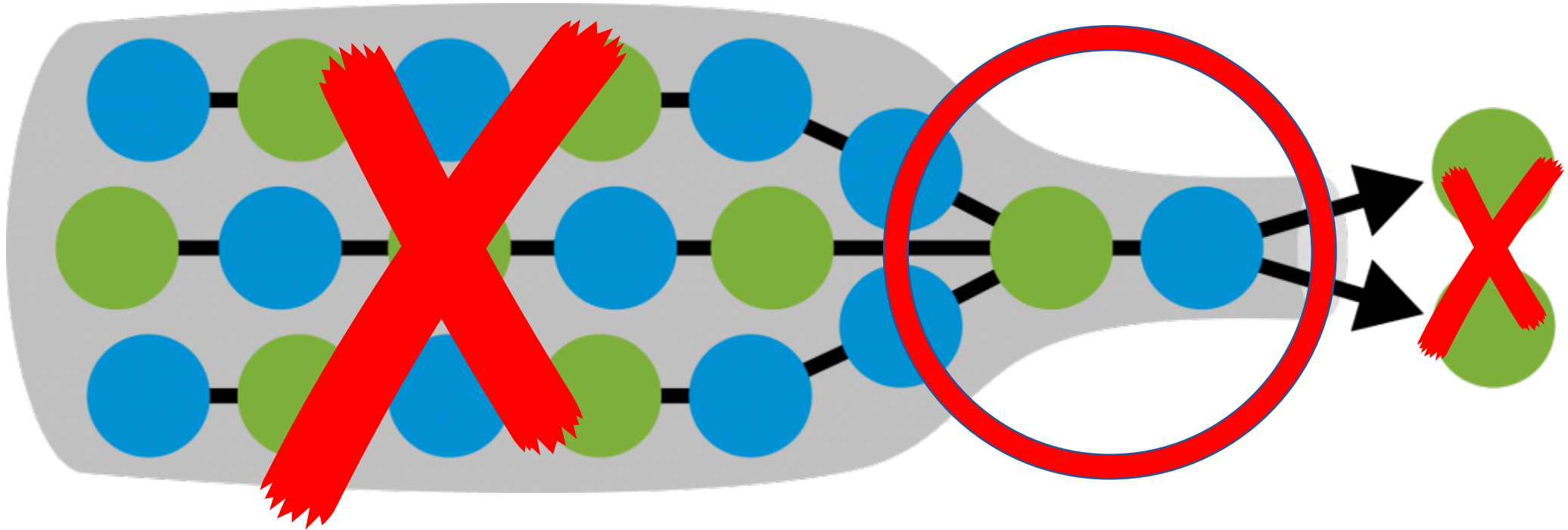
Challenge:

**Even though it is the
end of the year, keep
up with homework
routines.**



Backchannel notes

Can We Direct Feedback to the EF Bottleneck?





Yogurt Story...



Conduct this assessment...

- Across whole class.
- For small groups.
- In 1:1 follow up discussions.
- Using student-report exit slips.

Date, Time: Monday, April 23, 2018, 11:15 am
 Task Specifics: Problem solving - 5 questions - Division

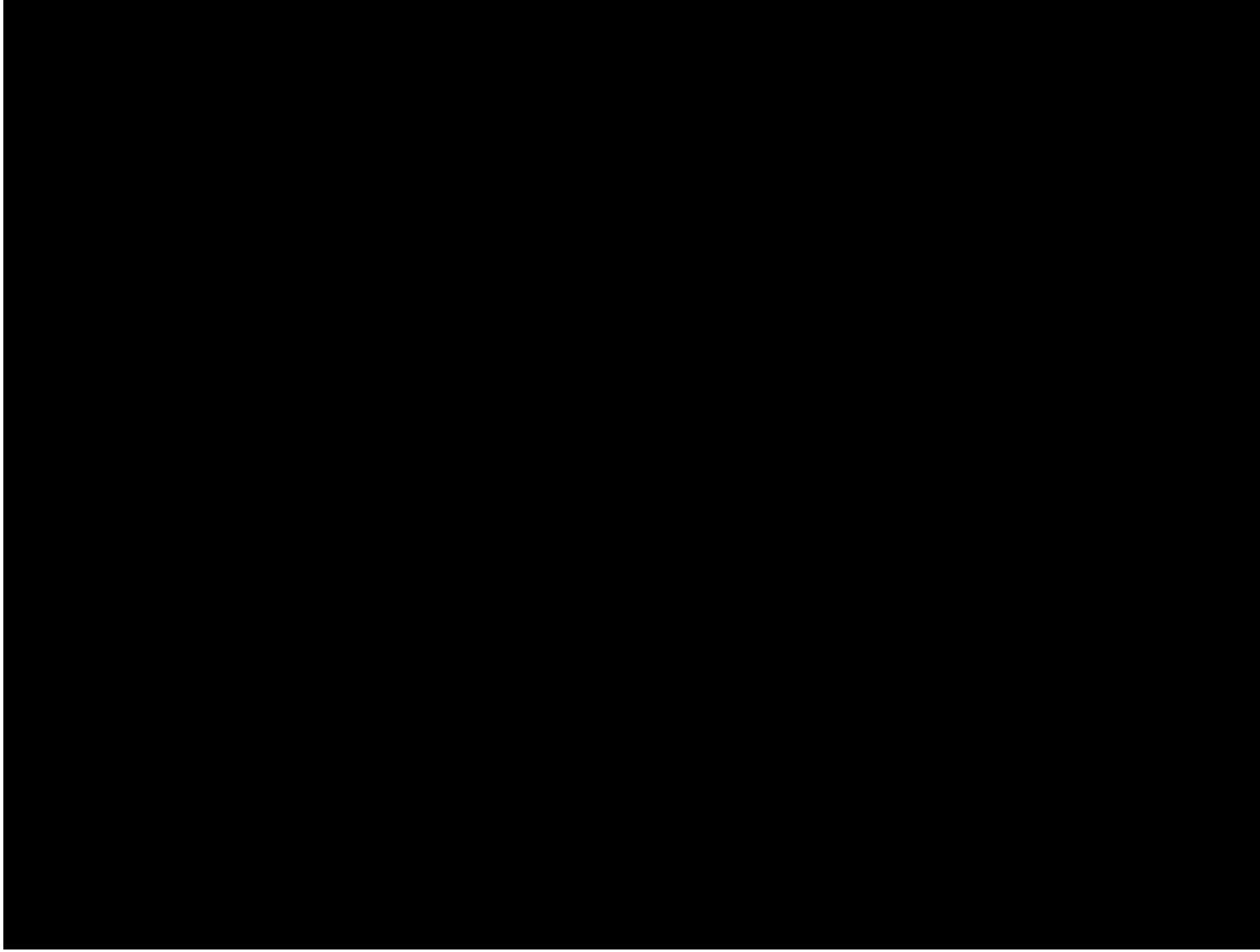
Name	Strategies	Observations/Notes
Kevin	3, 1, 3	Picture, partner, use timer
Jan	3	Partner, underline to double check.
Rohinton	3, 2, 2, 2	Whiteboard, counters
Aila	3	Try 3 ideas, counters
Mohammed	2, 2, 3	Private office, use colours, self-talk
Ben		
Grace		
Kalisa		
Randeep		
Roy		
Sarah	1, 1, 2, 3	Counters, timer
James	3+	Needs more challenge!
Savitrah	2, 3	Ran the stairs, self-talk
Kal	1, 1, 1	Sent note home. Upset. Will meet at 2pm tomorrow.
Arun	3	Diagram. T-chart.
Brian		
Jeff		
David		
Meeta		
Sami		
Steven		
Bruce		
Sari		
Rosa		
Nanci		

Strategy Use 1: With 1:1 Support, 2: With Reminder, 3: Independent

Your Observations Will Be Useful...

- When writing learning skills comment on report card.
- To plan additional follow up for students who are not managing, even with 1:1 support.
- To feed back to students as whole-class closure or quick 1:1 exit conversation at the door.
- To identify big challenges so you can target follow up teaching.

@LCFAITH



@LCFAITH



Learning Challenge



FIXED MINDSET

I can do it if its easy for me, or if its something I'm naturally talented at.

If its hard I need help or I need someone else to do it.



GET 'ER DONE MINDSET

I have no idea how to do this, and I can figure out a creative and strategic way to get 'er done.

@LCFAITH

Learning Challenge

FIXED MINDSET

I can do it if its easy for me, or if its something I'm naturally talented at.

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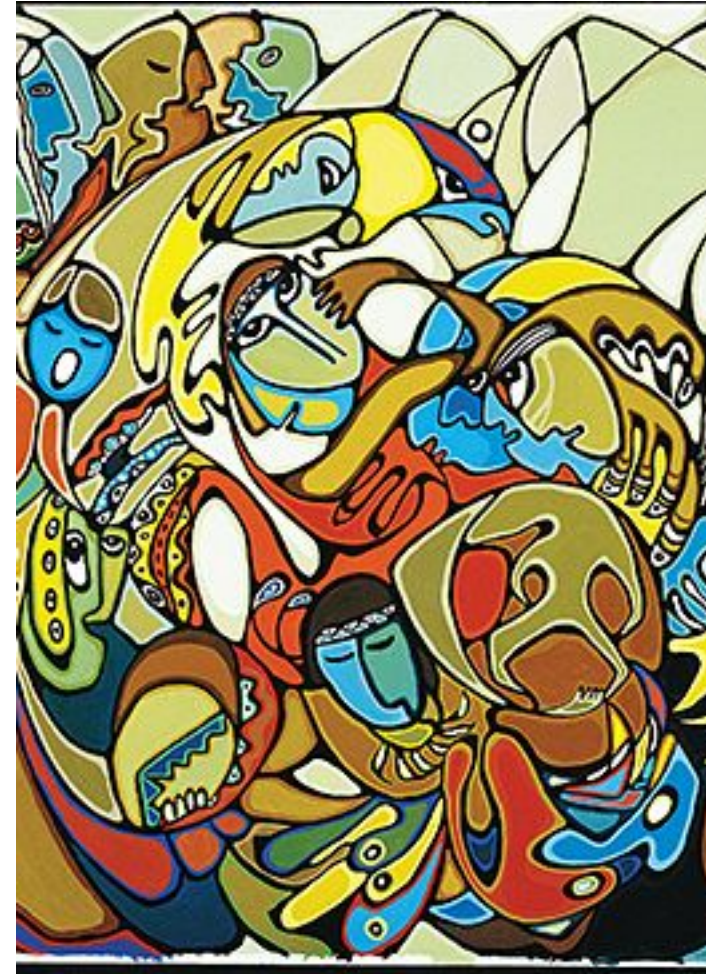


KEEP CALM MINDSET

I have no idea how to do this, and I can't wait to figure out a creative and strategic way to KEEP CALM AND CARRY ON.

Self-regulation should evolve toward a more holistic, communal, and integrated framework. Citizens bound to solve problems of the 21st century, requiring cooperation, negotiation, and teamwork, ought to be trained within similarly complex networks that expand the traditional notion of self-regulation to encompass many selves in a “group dance” of “communally regulated learning.”

Schechter, 2017



Rebirth of a Culture, Daphne Odjig



In a diverse and multicultural classroom the sharing of culturally specific thinking approaches that may be, for example, holistic, non-linear, or place-based, might significantly expand the strategic capital of the group.

Perry et al., 2017

Open, supportive communities of self-regulation may be an antidote to the experience of marginalization, which can cause social and emotional withdrawal, struggles with mental health, poor performance, the adoption of maladaptive social behaviors, and low aspirations.

Dovidio, Gaertner, & Kawakami, 2010; Elizalde-Utnick, 2010.

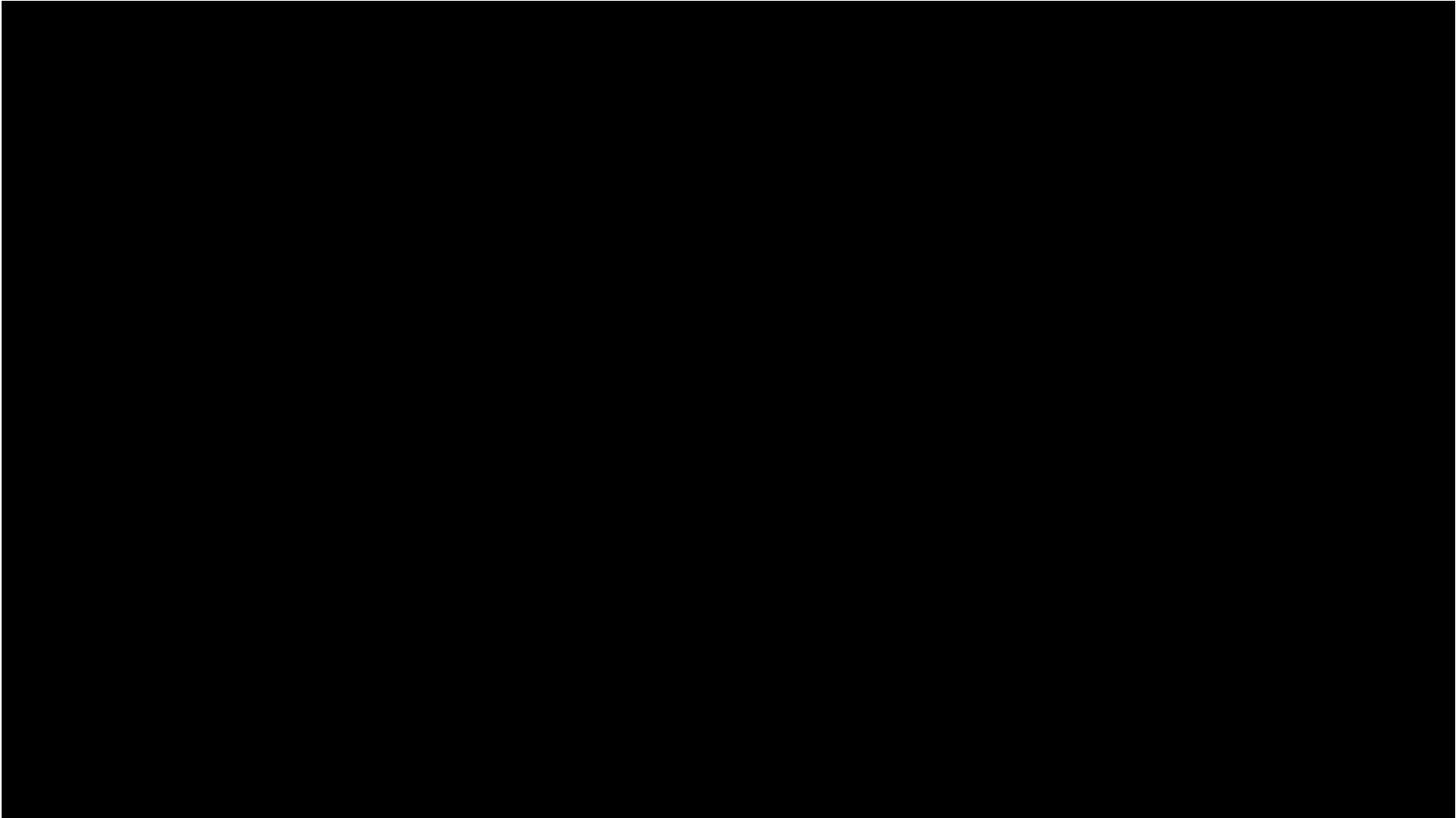


Northern Light Dancers, Simone McLeod



Last Word

FINAL Word



The End

End of
Day 2