

PLC/Book Study Guide for *Self-Regulation in the Classroom*

Richard Cash, Ed.D.

This guide is designed as a professional development resource and can be used to facilitate a book study or as a learning experience for a professional learning community (PLC). Facilitator notes are provided for additional support and explanation in planning and facilitating your school or group's sessions. We recommend that the principal and/or facilitator read the entire guide and the book before beginning the study.

For each session, participants will be asked to read chapters of the book. They may also be asked to bring particular materials or create or implement something *prior* to attending a session. Each chapter description includes guiding questions and suggested tasks that can be used as group activities during the group session.

Please note that the preparation work is noted at the beginning of each session. Before you dismiss participants from each session, look ahead to the next chapter and review and clarify what must be done before the next meeting. Reach agreements if suggested tasks are going to be adjusted or modified.

Introduction and Chapter 1: Self-Regulated Learning for 21st Century Students

To be completed before this study session:

- Read the Introduction and Chapter 1.

1. As a group, list some concerns you'd like addressed and questions you hope to have answered about self-regulation by the end of this book study.

Facilitator Note: *Keep this list handy as you conduct the book study. Keep referring participants back to their questions and concerns as a way to guide group conversation and also to encourage individual professional growth.*

2. Articulate how your students' attributes and behaviors have changed over time since your first year of teaching. To what do you attribute these changes?
3. Define a situation, either in your personal life or with your students, where there has been an imbalance in the ABCs (affect, behavior, and cognition) related to self-regulation. What caused the imbalance? Through understanding of the ABCs, how might you have managed this situation differently?

Chapter 2:

The Process of Developing Self-Regulation for Learning

To be completed before this study session:

- Consider students who lack effective self-regulation for learning (SRL). Define their characteristics within the framework of the ABCs. Document their strengths and limitations. Keep this list handy as you read Chapter 2.
- Read Chapter 2.

1. As a group, discuss the students you listed and their strengths and limitations. Identify which stage of self-regulation they are at: *originate*, *intervene*, *support*, or *release*.
2. Make recommendations for moving students to the *release* stage. Remember, by focusing on their strengths, you can bolster their limitations.

Chapter 3:

Engaging Students

in Learning

To be completed before this study session:

- Select a unit of study in which your students struggle. Highlight where in the unit the students have the most difficulty: at the beginning, throughout the learning activities, or with the final product/assessment. While you are reading Chapter 3, focus on your students' level of engagement in learning (EiL).
- Read Chapter 3.
- **For elementary educators:** Select a random group of students to meet with to examine their self-beliefs: What do they like about themselves? What are the challenges they face, both in and out of school? What would they like to do with their lives? These are all topics that can be discussed. After collecting this data, compare it with the students' achievement data to see if there is any connection between their personal beliefs and achievement. Bring your findings to the group.

Facilitator Note: Based on the composition of your study group, choose either the elementary or secondary option below.

- 1. For elementary educators:** To what extent are you aware of your students' belief in themselves? As a group, discuss your findings from your meetings with students (described above). Consider these findings and ways to take action as you progress through the rest of the chapters.
- 2. For secondary educators:** To what extent have you seen your students' achievement dip through the secondary grades? How might you use the ideas of self-efficacy to nurture those students caught in the "dip"?
- 3. For all educators:** Using the Four Phases of Engaging in Learning (EiL), where do most of your students find difficulty? Which phases are you most conscious of in your instructional practices? Where might you want to focus your attention in units to come? Use the Stages and Phases Matrix for Developing Self-Regulation on page 31 of the book to plan your instruction.

Chapter 4:

Fostering Confidence to Engage in Learning (EiL)

To be completed before this study session:

- Read Chapter 4.
- Bring your class list and an activity from a unit of study.

Facilitator Note: Choose two options from the list below to complete as a group. You may choose to divide the larger group into smaller groups, depending on the number of participants.

1. Review your class list to identify students who lack emotional regulation strength.
 - What activities prove emotionally difficult for these students?
 - Using Figure 4.2 (page 34 of the book), in what ways could you increase your students' emotional strength?
2. Using an activity from a unit of study:
 - Predict students' level of interest in the task.
 - Using Figure 4.4 (page 40 of the book), how might you adjust the task to help students find greater interest?
3. Using an activity from a unit of study:
 - Predict how much "value" students will find in the task.
 - Using Figure 4.5 (page 41 of the book), how might you adjust the task to help students find greater value? **OR**
 - Using Figure 4.6 (page 42 of the book), help students find their own value in the learning task.
4. Review your class list to identify students who could develop greater self-efficacy.
 - Using the ideas from Figure 4.8 (page 44 of the book), set and implement a plan to increase their self-efficacy.
5. Review your own classroom environment.
 - Using Figure 4.9 (page 45 of the book), devise and implement a plan to increase the supportive nature of your classroom.

Chapter 5: Developing Habits of Thinking

To be completed before this study session:

- Read Chapter 5.

1. In what ways has your understanding of metacognition and infra-cognition changed after reading this chapter?
2. Try out some of the activities or graphic organizers listed in the chapter. Bring samples of student work to your next session to discuss how these ideas help students engage in learning and build self-regulation.

Chapter 6: Setting and Achieving Goals

To be completed before this study session:

- Read Chapter 6.
- Bring samples of student work, per instructions in the previous session.

1. Discuss student work samples gathered after the session on Chapter 5. How do these ideas help students engage in learning and build self-regulation?
2. After reading Chapter 6, what challenges do you foresee with your students in setting goals? How might you address those challenges in your classroom?
3. Why is it important, or not important, for learners to set all three levels of goals?
4. What are creative ways you might have students draft, post, and keep in mind the goals they have set for themselves throughout the learning process?

Chapter 7:

Maintaining Focus

To be completed before this study session:

- Consider students who are having a difficult time staying on task or getting work done. Identify the issues they are dealing with, such as procrastination, avoiding distraction, time management, organization, stress, or boredom. Keep these students in mind as you read Chapter 7.
- Read Chapter 7.

1. Based on the students you identified, discuss options from the chapter you might apply in your classrooms. Be sure to model the strategies for the students and stick with the strategies. In some cases, students who have problems maintaining focus have not built a solid repertoire of strategies to call upon. Document how the strategies worked for your students and share in a future session.
2. What other ideas can you come up with to add to the list of strategies in this chapter? It may be helpful for you to post ideas for your students either in a handbook, on your classroom/school website, or on posters throughout the classroom or school.

Chapter 8:

Building Study Habits

To be completed before this study session:

- Read Chapter 8.

1. Do a self-check of the ABCs in your classroom/school environment. Discuss:

- How emotionally safe and welcoming is your classroom/school?
- In what ways do you encourage learning through affirmative expectations or norms?
- Are students encouraged to think freely, openly, and productively?

2. Review your “home study” practices.

- What types of home study exercises do you tend to assign? (practice, preparation, integration)
- How do you help students with self-regulation for learning through home study exercises?
- When home study exercises need review or assessment, how do you accomplish it in a timely manner?

3. How do you teach, encourage, and support students seeking and asking for help? Share examples with the group.

Chapter 9:

Reflecting and Relaxing

To be completed before this study session:

- Read Chapter 9.
- Using Kolb's four types of learners, define students in your classroom who may prefer those ways of learning. Take a lesson or unit plan and specifically craft activities that address these learning types. Also, consider stretching kids to work in a type that is least preferred. Bring these activities with you to the session.
- Also try out Gibbs's Cycle of Reflection in your classroom. Document how you did the practice and how it went with your students. Bring these notes to the session.

1. Discuss Kolb's four types of learners and the resulting activities you crafted for your students prior to the session.
2. Discuss Gibbs's Cycle of Reflection and the results from trying it out with your students prior to the session.
3. Using a unit of study, share with the group how you might infuse the various levels of the Teaching and Learning Continuum (TLC) into your instructional practices. Be specific to address the assessment as reflective practice.

Facilitator Note: Have participants choose one of the following options to complete.

4. Choose one:
 - Use one of the reflective ideas from this chapter and report back to the group in the next session as to how receptive your students were to the practice and what information you and your students learned.
 - Add to the list of reflective ideas from this chapter and share it with your group members. Be sure to highlight how the students use the technique, what information you gather from it, and how it affects the students.

Chapter 10: Putting It All Together—A Classroom and School Plan

To be completed before this study session:

- Read Chapter 10.
- Administer the relevant Student Assessment Questionnaire for SRL (pages 150–151 or 152–153 in the book) in your classroom. Bring results with you to the session.

1. Discuss your results of the Student Assessment Questionnaire for SRL. What affect did it have on your students' performance and focus toward self-regulation? What might you change about the application of the questionnaire or about your approach to a task/activity?
2. As a group, analyze your classroom practices:
 - **Awareness:** How do you currently help students discover and implement the ways they learn best? What might you consider doing differently?
 - **Management:** What specifically do you do to help students manage their learning? What might you consider doing differently?
 - **Instruction:** In what ways do you directly instruct your students to build their self-regulatory capacity? What might you want to include in the future?
 - **Community:** How well is your community informed to encourage all students to become self-regulated? What might you want to consider next?
3. Discuss how you might offer parents ideas on how they can support their child's development of self-regulation for learning. Which ideas will you consider sharing with parents? How will you communicate the ideas to your families?

About the Author



Richard M. Cash, Ed.D., received his post-baccalaureate degree in elementary education from the University of Minnesota, master's degree in curriculum and instruction from the University of St. Thomas (St. Paul, Minnesota), and doctoral degree in educational leadership also from the University of St. Thomas.

After receiving his master's, Richard became a curriculum specialist and developed training modules, curriculum formats, and differentiated learning archetypes that assisted teachers in creating higher-level experiences to meet the needs of all children. After completing his doctorate, Richard served as the administrator of gifted programs in Rochester, Minnesota, and as director of gifted programs for the Bloomington Public Schools in Minnesota. In Bloomington, he realigned the gifted programs to service more students during a budget deficit and incorporated differentiated instruction into the total school curriculum.

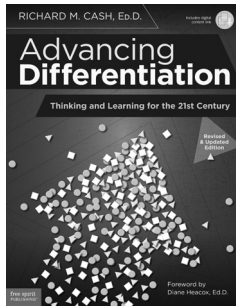
Richard has given hundreds of workshops, presentations, and staff development sessions throughout the United States and internationally. The research-based strategies and techniques he offers are proven to increase student achievement. His greatest passion is helping teachers recognize the various talents all children possess and create engaging learning experiences to encourage those talents to flourish.

Richard is a member of several professional organizations including the National Association for Gifted Children, the Council for Exceptional Children, and ASCD. He has authored numerous articles on quality instructional practices and is considered by many to be an exceptionally engaging, motivating, and enlightening presenter.

Richard's other books include *Advancing Differentiation: Thinking and Learning for the 21st Century* and *Differentiation for Gifted Learners: Going Beyond the Basics* with coauthor Diane Heacox, Ed.D.

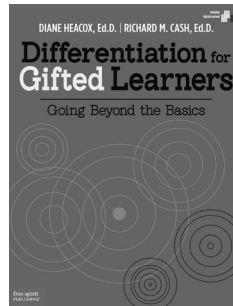
Richard offers on-site (in person or via Skype) professional development on differentiated instruction, thinking skills, brain-compatible learning, creativity, and gifted education, among other topics. He provides one-on-one consulting as well as group workshops. To learn more, visit www.nrichconsulting.com.

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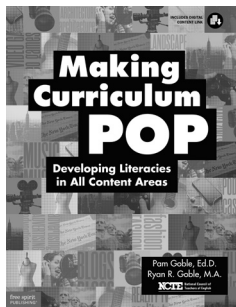
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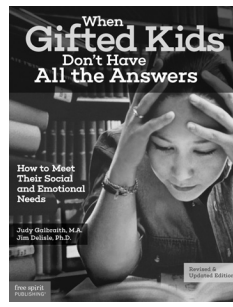
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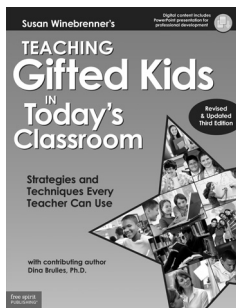
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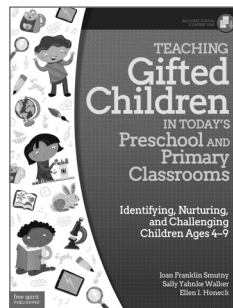
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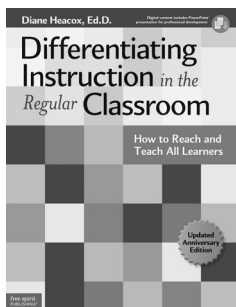
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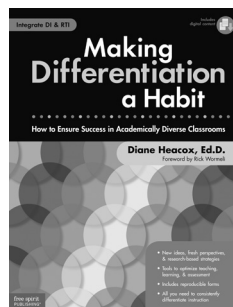
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