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"I Met My Goal!": The Use of Self-Regulated Learning with Students Receiving Tier 3 Instruction in Reading

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Abstract

In this article, I share two lessons learned through engagement in practitioner inquiry. The purpose of my inquiry was to understand self-regulated learning as it developed in students receiving intensive instructional supports within a newly designed 21st century learning space. I illustrate each lesson with salient excerpts from three types of data: field notes, student artifacts, and my own daily journal entries. Prior to my discussion of these lessons learned, I define self-regulated learning and describe how I applied it to my Tier-3 instructional practice. This study affirms the importance of structure when first introducing self-regulation to students, and additionally provides insights into what it takes to put effective structure into place.

Our nation desperately needs to redesign the methods and space within which K-12 learning takes place. K-12 learning spaces must facilitate flexible grouping, provide room for various tasks, have ubiquitous technology, and change the paradigm of schools (Fielding & Nair, 2005). Answering the call for a redesign of method and space for K-12 education, P.K. Yonge Developmental Research School, the K-12 educational institution where I work, designed and constructed a new elementary building that opened for the 2012-2013 school year. Using innovative architecture to support 21st century teaching and learning, the design and layout of the school pay great attention to the spatial, psychological, physiological, and behavioral experiences of learning (Fielding & Nair, 2005). Patterns of daylight, indoor and outdoor connections, homelike spaces with soft seating, ergonomically correct furniture, transparency, large open spaces, smaller learning studios, and teacher collaborative workspace work together to enhance the learning experience for students.

This educational space supports students in knowing where their interests lie, how they learn best, and what their preferences are, and helps teachers guide students to know themselves as learners (Brooks, 2007). In this space, teachers support students in discovering their personal learning styles and in turn, allow students to have choice in how they learn. Students analyze academic tasks, develop personal goals, observe and assess their performance of the tasks, reflect upon the learning process, and synthesize this information to apply it to their next endeavor. Teachers coach learners by starting with the student, their motivation, and their preferred learning methods (Deci, Vallerand, Pelletier & Ryan, 1991), creating opportunities for students to learn information in a variety of ways, both individually and collaboratively. An environment of acceptance for all learning styles is fostered while accommodations for learning are naturally provided. The

design of the new school provides more flexible and innovative approaches to learning in the 21st century, allowing students to become more self-regulated learners.

Hence, the concept of self-regulated learning becomes a key component in the new school building. Self-regulated learning refers to the cycle of self-generated feelings, thoughts, and behaviors to strategically achieve personal goals (Paris & Paris, 2001; Perry, 1998; Zimmerman, 2000). Many students are naturally self-regulated or they will independently develop their skills while relishing the experience of learning in an innovative architectural space (Fielding & Nair, 2005). On the other hand, some students struggle becoming self-regulated, which is often the case for students receiving intensive learning supports.

When educators at P.K. Yonge moved into the new school building, I served as an Instructional Coach and as the Exceptional Student Education teacher responsible for the planning and delivery of instruction for 4th and 5th grade students receiving Tier 3 academic support in reading, within a three-tiered Response to Intervention (RTI) model at my school (Fuchs & Fuchs, 2006). In this three-tier model, core instruction for all is considered Tier 1 and includes multiple opportunities to formatively assess students to determine which students are struggling with mastery of the content. Students who are determined to be struggling receive Tier 2 support, which is supplemental, small-group instruction delivered within the classroom to target specific learning goals. Those students who are still in need of additional support receive Tier 3 instruction, defined as intensive intervention and typically planned and delivered by the ESE specialist.

As the ESE specialist responsible for planning and delivering Tier 3 instruction for 4th and 5th graders, I became increasingly concerned about my students' ability to successfully function in our new learning spaces, where they were expected to work independently for a significant portion of time, particularly during the 90-minute reading/social studies block for all 4th and 5th graders each day. During this time, students were divided into six heterogeneous groups made up of twenty-two students each, with each group led by one of the 4th or 5th grade teachers. First, groups met for 30 minutes for a reading/social studies mini-lesson, where reading strategies were taught through social studies text, and then specific individualized learning goals were set for each student in the group in relationship to the lesson just taught. After this, students transitioned to 50 minutes of autonomous work time.

During autonomous time, students and teachers spread out across the large open space within the new building structure and applied the strategies they learned during their mini-lesson independently or in small groups by choosing from a variety of learning activities to demonstrate progress in meeting their learning goals. Autonomous time ended with students returning to their original small groups for a ten-minute share time, where they were expected to provide evidence that they had achieved their autonomous learning goals.

For students receiving Tier 3 instruction in reading, 20 minutes of their autonomous time were spent with me, their Tier 3 instructor, while the remaining 30 minutes were devoted to independent work. I realized early in the school year that 20 minutes of Tier 3 instructional time for the re-teaching of reading comprehension strategies would not be sufficient to help learners be successful. Rather, my students would need to develop the skills to become self-regulated learners. Because of the way the 4th and 5th grade reading block was organized within the new building, autonomous time would be useless to these students in the absence of self-regulation.

To help me know how to develop self-regulation within my students, I began reading extensively on the concept of self-regulated learning (Paris & Paris, 2001; Perry, 1998; Zimmerman, 2000). For some students, self-regulation is a natural cycle that develops for them. On the other hand, some students, particularly those receiving intensive learning supports, struggle becoming self-regulated because it requires them to be metacognitive, actively engage in the process of making meaning, and alter their actions in order to direct their learning (Boekaerts & Corno, 2005). These are skills that do not come easily to learners who have experienced academic failure, stigmatization, and decreased motivation (Borkowski, Weyhing & Carr, 1999). Self-regulation is difficult for students who have repeatedly not met benchmarks and have not experienced a lot of educational success.

Hence, the purpose of this inquiry was to understand self-regulated learning as it developed in students receiving intensive instructional supports within the newly designed 21st century learning space. Specifically, I wondered, "In what ways do I support the self-regulation of learners receiving Tier 3 intensive instruction within a 21st century learning space?" and "How do learners receiving Tier 3 intensive instruction experience and use the self-regulation strategies I teach?" In this article, I share two lessons I learned through engagement in practitioner inquiry, the systematic and intentional study of my practice (Cochran-Smith & Lytle, 2009; Dana & Yendol-Hoppey, 2014), supporting each lesson with salient excerpts from three types of data collected for this practitioner

research study: field notes, student artifacts, and my own daily journal entries. Prior to my discussion of these lessons learned, I define self-regulated learning and describe how I applied it to my Tier-3 instructional practice.

Self-Regulated Learning Defined

Students must be taught that they possess the power to tap into all that resides inside them (Brooks 2007). Once that is achieved, the landscape for learning takes on a completely new form. It has been postulated that students who feel this form of motivation have a higher likelihood of staying in school than students who do not (Deci, Vallerand, Pelletier & Ryan, 1991). Empowered with this mindset, students begin to work towards self-regulation.

Self-regulated learning is the process one engages in to perform tasks and attain goals. Self-regulated learning is a cyclical process that involves personal, behavioral, and environmental factors (Zimmerman, 2000). These three forms of self-regulation are always changing during the learning process and are constantly being observed by the learner. When engaging in environmental self-regulation, one is monitoring the conditions of the environment. Behavioral self-regulation refers to one observing their learning processes and methods. Personal self-regulation, also known as covert self-regulation, implies one is observing their cognitive state (Zimmerman, 2000).

According to Zimmerman (2002; 2000), in order to adjust and complete this triadic form of self-regulation, one's sense of self-efficacy and beliefs about one's capability and actions play an important role. This explains motivation, performance, and self-feedback about the three forms of self-regulation. Within this triadic model of self-regulation, there are three phases that impact learning. Forethought, performance, and self-reflection form a cyclical loop that guide the self-regulatory process (Zimmerman, 2002; Zimmerman, 2000).

Forethought

The forethought phase of the self-regulation process is comprised of task analysis and self-motivational beliefs. Task analysis includes goal setting and strategic planning. Students shift and organize their goals while they choose and adjust strategies in order to complete tasks. Forms of self-motivational beliefs are self-efficacy, outcome expectations, intrinsic value, and goal orientation. Self-efficacy is the personal belief that one has the ability to accomplish the particular task. In turn, outcome expectations are the beliefs about the positive and negative products because of the behavior put forth towards the activity. Intrinsic value and goal orientations are closely related. Intrinsic value is the internal worth felt

about the activity, while goal orientation is the overall motive for the specific behavior (Zimmerman, 2002; Zimmerman, 2000).

Performance

When a student moves along in the process of self-regulation, one reaches the performance phase. Self-control and self-observation are the two processes that form the performance phase. Self-instruction, imagery, attention focusing, and task strategies are types of self-control (Zimmerman, 2002; Zimmerman, 2000). During the task, students may self-instruct or self-verbalize scaffolding in order to support themselves. They also might create images or mind movies in their head. Focusing their attention is one of the hardest portions of self-regulation, especially with all the distractions this 21st century world has to offer. Task strategies are the last form of self-control. This refers to breaking apart and organizing tasks in order to have the strongest performance. Self-recording and self-experimentation are types of self-observation that help students monitor themselves and give themselves feedback during particular tasks.

Self-Reflection

After a student has completed the performance phase, one moves in the self-regulation process to the self-reflection phase. This phase contains self-judgment and self-reactions (Zimmerman, 2002; Zimmerman, 2000). Self-reactions are comprised of self-satisfactions, or feelings about one's performance; and adaptive or defensive inferences, reactions to one's performance. Adaptive inferences yield increased self-efficacy, while defensive inferences about personal behavior block development and progress (Zimmerman, 2002; Zimmerman, 2000). In turn, self-judgments occur when students self-evaluate and make causal attributions about their performance. Self-evaluation takes place when students revisit their goals made in the forethought phase and check in on their progress. Causal attributions are students' way of explaining why they performed the way they did. They may attribute their performance to ability or effort.

Incorporating the Teaching of Self-Regulated Learning Into My Practice

After gaining a deeper understanding of self-regulated learning and how it is defined from the literature, I developed and enacted a series of lessons using iPads to explicitly teach the three phases of self-regulated learning defined by Zimmerman (2002) to the students I worked with who were receiving Tier 3 instructional support. These lessons were enacted over a 3 ½ month period during the twenty minutes they spent with me daily within the reading/social studies block autonomous time.

Forethought phase

From August of 2012 – December 2012, students began learning about self-regulation in Tier 3 intensive reading intervention by focusing on becoming proficient with comprehension strategies and self-reflection on the specific strategies that were used. Starting in January 2013, upon entering the Tier 3 intensive reading intervention group each day, students would get their iPad® and begin the forethought phase of self-regulation. Drawing on Zimmerman's (2002) model of task analysis, which contains goal setting and strategic planning, I actualized this particular phase of self-regulation with my students receiving Tier 3 intervention by asking them to revisit their work from the previous day and create a new personal learning goal that would focus their efforts for the current day's instruction. The forethought phase is the first of three phases of self-regulation, but it also occurs in response to previous self-regulated learning cycles. Hence, in preparation for setting a daily goal, the students would revisit work they had completed during the final phase of self-regulation (self-reflection) from the previous day. During this final phase, students would use an app on their iPad called ShowMe® to record a reflection about their goal and performance each day.

The Forethought phase of self-regulation entailed my students each taking a turn playing their self-reflections from the previous day for the entire group to hear. Listening to their self-reflection about their goal from the previous day intentionally continued and connected the self-regulation cycle from day to day. Students then would write their learning goal for the current day on the ShowMe® app. After writing their goal, students would personalize the background of the whiteboard where their goal was written with the ShowMe® app. Students would choose a wide variety of things to personalize their backgrounds. Typically, they would either choose pictures of sports teams, food, or animals, or take pictures of themselves or their friends in the group. The following figure provides one example of a student's goals and his personalized background on the ShowMe® app.
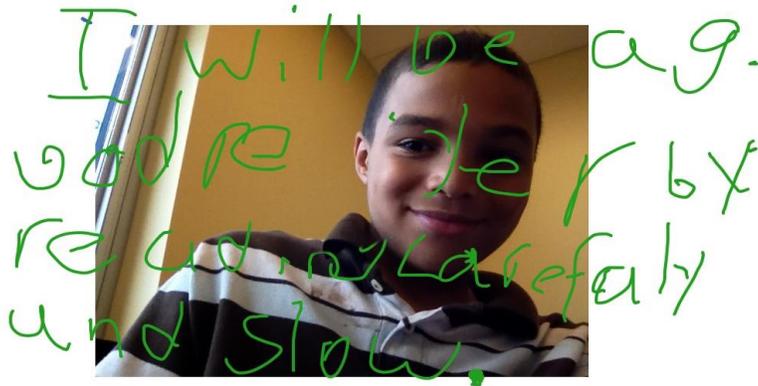
Student Goal With a Photograph Background on The ShowMe® App

Personalizing the background of their whiteboard to highlight the goal they had created for themselves was an enjoyable activity for the students afforded by the iPad® technology. It also provided a motivational component as we moved into the second phase of the self-regulation cycle: Performance. The entire Forethought phase took approximately 5 minutes.

Performance phase

After the students listened to their goals from the previous day and wrote their goals for the current day during the forethought phase, the students moved into the performance phase of the self-regulation cycle for approximately ten minutes. The performance phase is characterized by efforts that occur to maintain attention and action during the upcoming lesson (Zimmerman, 2002). I actualized this particular phase of self-regulation with my students receiving Tier 3 intervention by having one student be the lead reader of the text on the Pad®; then students re-read and annotated the text.

To begin the performance phase, students opened the Pdf-notes® app, where I housed relevant and appropriate social studies text on Colonial Times. The students would navigate to the text they were reading from the previous day to find where they left off. Then, students held a rock, paper, scissors contest around the table to see who would be the first lead reader. This contest provided a smooth transition from the forethought phase to the performance phase of the self-regulation cycle.
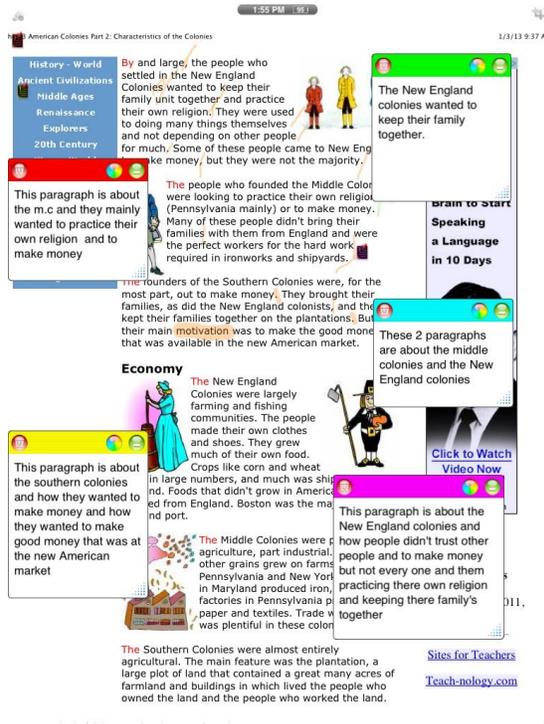
The student who won the contest was the lead reader for the paragraph. That student read each sentence out loud while the other students in the group read along. After reading each sentence out loud, the lead reader would stop and ask the group, "Did that sentence make sense?" Hearing this question after each sentence required each student to decide if they comprehended the sentence. Students had reached a level of awareness, honesty, and safety in our group, which allowed them to say if they did not understand the sentence.

We continued to support comprehension by making the invisible task become visible. If the lead reader asked the group, "Did that sentence make sense?" and students answered that it did make sense, then each student drew a dash after the period of the sentence by having their finger act as a pencil on the iPad®, a feature afforded by the use of the Pdf-notes® app. Drawing the dash indicated that the sentence made sense and provided a visual reminder or cue that students interacted with and comprehended that piece of the text. Then the lead reader continued to read the next sentence out loud. If the sentence did not make sense to everyone in the group, students stopped and engaged in a discussion to figure out where their comprehension broke down. After students applied one or several strategies to the portion of the sentence that was not being comprehended, the lead reader would ask the group again, "Did that sentence make sense now?" If so, then each student would draw a dash at the end of the sentence indicating that the sentence was understood. If not, then students would apply more strategies until it did make sense and they could draw the dash at the end of the sentence. This process continued until an entire paragraph was read.

At the end of a paragraph, I prompted the students by saying, "So can you summarize what you just read?" The metaphor I used for the students to think about a summary was that it was like a sifter. Put all the words from the paragraph in the sifter and only the most important words and ideas are going to stay in. All the other words will fall through. Using this sifter metaphor, the students and I engaged in a small discussion about the who, what, where, why, and how of the paragraph. Once students seemed to have a solid summary for the paragraph, they would write their summary down on an electronic sticky note on the iPad®. Electronic sticky notes are another feature afforded by the Pdf-notes® app that even allowed students to choose a color for each sticky note. Students would typically write their sticky note, choose their color, and then place the sticky note beside the paragraph we just read. After students wrote their sticky note, they would read it out loud to the group. The following figures are examples of student work from the Pdf-notes® app.

Student Work on The Pdf-notes® App Indicating Student Dashes at End of Each Sentence

Student Work on The Pdf-notes® App Indicating Student Post-it® Notes

Once the students read the entire paragraph and completed their summary sticky note, we would hold another rock, paper, scissors contest to see who would become the next lead reader and the performance phase routine would begin again. This routine was repeated as many times as possible during the 10 minutes allotted for the performance phase of self-regulation. After approximately 10 minutes had elapsed, we moved on to the third and final phase of self-regulation: Self-reflection.

Self-Reflection phase

Once students completed their forethought and performance phases, they transitioned to the self-reflection phase, in which they processed how the forethought and performance phases went. I actualized this particular phase of self-regulation with my students receiving Tier 3 intervention by having students close the Pdf-notes® app and return to the ShowMe® app where they had written their goal for that day during the forethought phase of instruction.

Students would read their goal and then reflect on how they did. The ShowMe® app has a feature where students are able to record and playback their

voice while simultaneously viewing the electronic whiteboard, which is where their goal was written. After thinking about their goal and how they performed in reference to that goal, students would take turns pressing the record button on their whiteboards where their goal was written and speak into the iPad®. Most students would start their self-reflection with "I was a good reader today because…" or "I met/did not meet my goal today because…" The following figure is a photograph of a student recording his self-reflection.

Student in Self-Reflection Phase (Photo courtesy of author)

When students were done recording their self-reflections, they pressed the record button again to stop recording. Students saved their whiteboard with their goal, personalized background, and recorded self-reflection on the ShowMe® app. Students walked back to the space where they had their mini-lesson so they could end the reading/social studies block with share time. During this portion of the block, all students shared what they completed during autonomous time. I allowed the students who were with me in Tier 3 to bring their iPads® to their share time so they could show their self-regulated learning work on the iPad® to their peers. Finally, when share time was over, the students who received Tier 3 walked back to the room where we meet for Tier 3, plugged their iPad® into the

charger inside the metal iPad® case, and headed to their next part of their day, bringing closure to the cycle of self-regulation. The following table summarizes the daily Tier 3 self-regulated learning cycle.

Daily Self-Regulation Cycle

Phase	Activity
Forethought Phase *Process of task analysis (goal setting and strategic planning)*	Listen to self-reflection on goal from previous day. Write down goal for current day.
Performance Phase *Efforts that occur to maintain attention and action during the upcoming lesson*	Rock, paper, scissors to decide on lead reader for the paragraph. After reading each sentence out loud, lead reader asks the group, "Did that sentence make sense?" If the sentence made sense - Every student puts a dash at the end of the sentence, indicating that they comprehended. If the sentence did not make sense – Lead reader re-reads the sentence, stopping every few words and asking, "Does this make sense?" Collaboratively students flexibly use strategies to support their comprehension. Each student puts a dash after each smaller portion of the sentence that is comprehended. Process is repeated for every sentence until an entire paragraph is read. Each student writes an electronic summary sticky note about the paragraph. Rock, paper, scissors is conducted to see who will be the next lead reader for the next paragraph and entire process is repeated.
Self-reflection Phase *The processing of how the forethought and performance phases went*	Read goal that was written for current day. Record a self-reflection on the goal and performance for the current day.

Lessons Learned

As I enacted the self-regulated learning cycle with the students I was teaching Tier 3 interventions to from January 2013 through March 2013, I engaged in data collection to carefully examine and critically reflect on how these learners were experiencing my teaching of self-regulated learning. I collected field notes and student artifacts and wrote daily journal entries. In particular, analysis of my journal entries and my students' self-reflections on their forethought and performance each day reveal important considerations for the teaching of self-regulated learning, which I present here as two lessons I learned related to routine and collaboration. Additional lessons can be found in the complete report of this study (Hill, 2013).

Routine

Lesson #1: An established routine plays a critical role in the actualization of self-regulated learning for students receiving Tier 3 intensive instructional supports in reading.

As I read and reread my entire data set, one of the most prevalent themes that emerged was routine and the important role it played during my Tier 3 instruction. Recall that everyday students entered Tier 3 instructional time and followed the same procedure. The established routine allowed the students to be clear on what was expected of them at all times during Tier 3 instruction. I did not realize how critical the routine was until one day in January when I slightly altered the daily routine in an effort to make the forethought phase more meaningful. Normally, students would listen to their reflection from yesterday and then move directly into their performance phase. On that day in January, after they listened to their reflection from the previous day, I added in a new step. I asked the students to write their goal for the current day. After this step, students would then transition into their performance phase. Straying away from our routine proved difficult for the students.

> Today I added in a piece to forethought. Students come in and listen
> to their reflection from yesterday, then they write what they want to
> work on today (new piece), perform (read), then self-reflect based
> on their forethought (new piece) and their performance. That was
> really hard for them to do. I think it was hard because I didn't
> model it enough and because it was a shift in routine. Doug said,
> "But it's not perfect now." When he realized he didn't do it

> correctly, he began crying. Also, Albert just put his head down and
> Justin had to help him get it done correctly. (TJ 1-8-13)

> A change in routine is hard when students are trying to do self-
> regulated learning. Both Doug and Albert put their heads down
> when they got to their self-reflections and could not understand
> what/how they needed to reflect on today. (TJ 1-8-13)

Doug was so comfortable in our previous routine that when I added in a new
portion to forethought, he was brought to tears. He felt like his work was
imperfect because it did not match what he did during the previous routine. Even
though the routine was only changed during the forethought phase, when the time
came to transition to the self-reflection phase, Albert and Doug shut down and
could not take part in the task at hand. Because the routine changed, students felt
uncomfortable and this affected their ability to take part in Tier 3 instruction. The
way the students reacted to the change in routine drew my attention towards the
power routine holds. The routine is comforting and provides support to the
students. The routine was something they could count on and expect. When the
routine was slightly altered, students were made to feel unsure of the entire self-
regulation cycle.

Observing the negative responses students had to the changes in their
routine helped me realize how powerful routine can be for student learning.
Becoming comfortable in the routine freed students' brains to concentrate on the
tasks at hand—making goals, using comprehension strategies, and accurately
reflecting. The routine helped students not be concerned with unexpected tasks
that could possibly be asked of them. Hence, students felt confident in their
learning. The routine of forethought, performance, and self-reflection became so
habitual, space was made for deeper learning to occur.

For example, I reflected in my journal one day by comparing the routine we
had established to riding a bicycle and the ways an established routine began to
reveal where students needed to go deeper with their learning.

> It's like they are learning that there is a bike there, and they can even
> get on it and start pedaling, but then they don't know where to go
> once they're on. It's fascinating to watch. Today, they knew we
> had finished a paragraph, opened a sticky note, and wrote, "This
> paragraph is about" but then stopped and looked at me and said, "so
> what do I write?" (TJ 1-23-13)

Students were capable of following the routine, but when it was time to actually
do the tasks required within the routine, they were at a loss. Having the routine in

place allowed the tougher work to come to the forefront. The real work was no longer hidden behind the minutiae. This allowed comprehension strategy instruction to become a true focus during the performance phase.

Although routine was significant for the students, it is possible that engaging in the same instructional routines every day could become monotonous. In order for this to not become an issue for the students, I built in time for students to individualize and personalize their self-regulated learning cycles.

Collaboration

Lesson # 2: Self-regulated learning can be enhanced through collaboration.

As I read and reread my entire data set, another theme that emerged was collaboration and the important role it played for the students who received Tier 3 intensive instructional supports and their quest to become self-regulated learners. Recall that during the daily performance phase each student was working within the same routine and reading the same text while the lead reader read each sentence or portions of the sentence out loud. Once the lead reader asked the question, "Did this sentence make sense?" students had to become individuals to determine if the sentence made sense to them. Collaborative work occurred when a member of the group did not comprehend the sentence because the entire group would collaboratively apply strategies to aid the comprehension.

One day during the performance phase, when a student realized that he did not comprehend a word in the social studies text we were reading, the student used a strategy to support his individual comprehension. The use of this strategy prompted the other students to use the same strategy to support their individual comprehension. This helped me begin to realize that collaboration could play a role in self-regulated learning.

> Self-regulation can be collaborative (or supported through collaboration). When we came to the word Algonquin and they realized they didn't know what it meant (yay for being metacognitive enough to notice that they didn't know what it meant), Jacob wrote the word down on a whiteboard in the middle of the table so he could look it up in Google. This prompted everyone to look up the word and use Jacob's note for support. Jacob basically prompted everyone to clarify a word. (TJ 1-13-13)

Because students were each reading the same text, learning in the same routine, and working collaboratively in a small group, when a student chose a strategy to support his/her comprehension, other students were able to learn from that student's choice.

Collaborative work during the performance phase in order for students to enhance their comprehension was evident in student self-reflections. Students were even referencing the specific strategies they used while collaborating with their peers in their self-reflection recordings.

> Today John and me were a great reader because we didn't know
> what a word means so we went back and we wrote it. Here's John to
> tell you what he did. Yay. So that's it. (D-SWR 1-7-13)

Because I started to see the power of student collaboration within self-regulated learning, I decided to host a "bring your friend to group day" in February. The students receiving Tier 3 chose one classmate to come to our Tier 3 group for the day. I spoke with the other 4th and 5th teachers prior to this day to ensure that was acceptable for these other students to be with our group. My goal for having the students receiving Tier 3 bring other students to group was to enhance the student motivation for the students receiving Tier 3. I saw how much they enjoyed working with their peers and I wanted them to feel reinforcement from peers beyond the Tier 3 group. The students receiving Tier 3 shared their work on the iPad® with their peer they had brought.

> Today I let the students bring a friend to group. They showed their
> partners what we do in our reading group with the iPad®. They
> showed them some of their ShowMe®s, showed them how they
> track their thinking in Pdf-notes®, and then made a ShowMe® with
> their partner. (TJ 2-8-13)

Hosting the "bring your friend to group day" was a success. The power of student collaboration was solidified in my thoughts now. The students receiving Tier 3 were proud to share their work with their peers, and I realized that type of praise and attention was not something that I could give the students. Only their peers had the power to provide them with that reinforcement, and I needed to become more aware of the role collaboration played in self-regulated learning.

> It was fascinating seeing the students talk about what we do and
> how they respond to their peers. I think this day was huge. They
> felt proud of their work and their group. They felt special. They felt

like they truly had something to share and show off. Wondering about this sharing/public nature of self-regulation – making Tier 3 something that kids can feel empowered by, not something they should be embarrassed of. It's more than what happens in the group. It's about how they are perceived by their peers at this age. It's really important actually. Doug asked me at 8:00 this morning if he could bring his friend and then he came ready for group 20 minutes early. This was a big deal to them. How can I leverage this peer piece more? (TJ 2-8-13)

Collaborative interactions became part of my observations on how students were experiencing self-regulated learning in Tier 3. In the middle of February, a powerful collaborative moment happened between the students. During the performance phase, a student recognized that he was meeting his goal when he was writing an electronic sticky note. The student verbalized this to the group.

Such an awesome day for Doug! He made a goal of two sticky notes. Then when he wrote his second sticky, he said, "I met my goal!" He actually noticed when he met it! (TJ 2-19-13)

Because the student shared this realization with the group, this prompted another student to want to also meet his goal during this performance phase.

Then, when he said that, John said, "Did I meet my goal yet?" I asked him what his goal was and he said to be focused so I asked him if he felt like he met it. He said yes. (TJ 2-19-13)

Student collaboration and the individual endeavor of self-regulated learning overlapped in this situation. Because one student reached a level of awareness of how their goals connected to his performance, another student gained that level of awareness as well. Collaboration was the reason students became more conscious of the self-regulated learning cycle.

It was so huge that Doug was operating during his performance phases with his forethought and self-reflection phases in his mind! Huge! So, I possibly learned that it takes time for them to reach that level of metacognition where they can be conscious of their self-regulation. It's taken until Feb. for someone to show this level of SR…but it happened! (TJ 2-19-13)

Once students reached this new level of awareness, there was no turning back. The next day, students continued to be aware of their goals during their performance phase.

> John said, "I'm already meeting my goal today, so I'm the one that's doing good." It just shows that they are coming to a point where they are keeping their goals in the forefront of their minds during performance and then during reflection. If they are able to keep their goals in their heads during performance, then their performance is affected positively. (TJ 2-20-13)

When the students were able to notice that they were capable of meeting their goal during the performance phase, a powerful message was sent to each individual student. They are proving to themselves that they each have the ability to make a goal, which they can achieve. Having this belief in yourself as a learner has the potential to change the way you learn. This level of awareness continued and it became a permanent part of the students' cycles of self-regulation.

> One minute after John wrote his goal he said, "I've already met my goal!" Then every few minutes he would say, "I'm meeting my goal." There is a level of awareness of the goals that is new and fantastic. (TJ 2-25-13)

It seemed like the group had entered new territory. We had been working on self-regulated learning for seven months, and after the collaborative moment when one student recognized he was meeting his goal during the performance phase, which prompted other students to also reach that level of awareness, the group began operating on a different level.

> Self-regulation is happening. The kids are aware of their goals during their performance phase and in turn, during their self-reflection phase. Both 4th and 5th grade are mentioning their goals during performance (reading). Both John and Katherine wanted to write an extra sticky today so she could meet her goal. The cycle is working because they are being productive during performance. (TJ 2-26-13)

Because students were now conscious of their goal during their performance phase, they began wanting to go beyond their goal.

> During performance, Doug wrote one sticky and said, "I'm going to write two more stickies so I can go beyond my goal." Something

has shifted. It's really cool to see them become
conscious/metacognitive. (TJ 2-25-13)

Collaboration enhanced self-regulated learning through one student and the way
his peers emulated his behavior. One student had the ability to spark positive
learning gains for the entire group.

Implications and Conclusions

Looking across the two lessons, there are several implications for practice
and further practitioner research. First, for teachers interested in teaching self-
regulated learning strategies to their students, the literature is clear that practicing
self-regulated learning in structured settings and then in unstructured settings
supports students' ability to independently apply strategies learned in a variety of
contexts (Zimmerman, 2002). This study affirms the importance of structure
when first introducing self-regulation to students, and additionally provides
insights into what it takes to put effective structure into place. Based on the
results of this study, when teaching self-regulation skills, teachers may wish to
heighten their awareness of the necessity of structure through routine and
collaboration.

A related implication that emerged from this study is that it can take a
significant amount of time for students to establish independent self-regulated
learning skills. I began teaching self-regulation to my students in August, and
they were not ready to engage in the full cycle of self-regulation until February.
Tier 3 instructional time lasted for twenty minutes a day. The relatively short
duration of Tier 3 instructional time likely played a factor in the length of time it
took for my students to become self-regulated learners. At certain times in this
study, particularly at the beginning of the school year, my students may have
benefited from spending additional time with me, learning the skills of self-
regulation, so they would have been able to internalize and transfer these skills
sooner.

This study supports Zimmerman's (2002) claim that "Although schools
are organized on the assumption that students will develop increased self-
regulation of their academic functioning, there is extensive evidence that many
students fail to make this vital transition" (p. 21). Schools need to organize their
instructional blocks so there is ample time and space for students to become
proficient and independent in their self-regulated learning skills as efficiently as
possible. Collaboration across multiple teachers is important to achieve this goal.

In my school, as a result of this practitioner research study, I met with all core instruction teachers to consider the multi-tiered system of support (MTSS) as a whole, the amount of time spent focusing on self-regulated learning, the areas where students could practice their self-regulation skills, and the different ways instructional time could be distributed across the school day. Today, we continue to meet on a regular basis to discuss the MTSS system as it is enacted within our 21st century architectural space, making adjustments to our schedule and instruction based on analysis of student need and their performance as self-regulated learners.

One third and final implication of this study relates to technology and its use to support self-regulation. As in this study, iPads® were introduced as a tool used during the self-regulation teaching routine, teachers in my school who are responsible for the planning and delivery of Tier 3 instructional support across all grade levels became interested in the ways technology can support both academic learning and self-regulation. We are currently meeting twice a month in an inquiry-oriented professional learning community to investigate the ways we can better leverage the technology we have at P.K. Yonge to serve students who struggle across all grade levels at our school. The research question that is guiding this current collaborative practitioner research endeavor is, "In what ways can we empower learners to improve by leveraging technology to support their strengths and minimize barriers?" Just two months into this work, we have already gained new knowledge about technology use and insights into how we can all apply it in meaningful ways to our work with students receiving Tier 3 instructional supports. I look forward to watching how this next collaborative cycle of practitioner research unfolds and the impact it will have to create more powerful learning experiences for students receiving intensive supports across my entire school.

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