



2012-2013 AESN Inquiry Case Study

School Name: Eagle View Elementary School
District: #85 Vancouver Island North

Question/Focus: *How can we transform ourselves and others as a community of learners that supports self-regulated readers within our classrooms and school community?*

Scanning:

As a group of educators, when we scanned the learners in our various classrooms, we noticed that students, particularly boys, seemed to have difficulty engaging in reading. We also noticed that we had a large group of students who presented as unable to self-regulate themselves in one or more of the five self regulation domains. Reading difficulties were noticed both with fiction and non-fiction, and with aspects of self-regulation.

Focus

Reading and Self-Regulation were our key areas of learning focus. Our driving reason was that our reading assessment data (benchmarks, Jerry John's, DART, and teacher assessments) were low, and we noticed that the boys in our school seemed to be disengaged from reading, they used the library less often and took out fewer books compared to their female counterparts. As teachers of reading, and knowing how important it is for all students to see themselves as readers as part of their school success, our collective moral imperative drew us to challenge ourselves in this area to see what more we could learn and do for the students in our care.

Hunch

As a group, we have a hunch that our learners, who are behind in the intermediate years, needed an intervention when they were in the primary years, or the intervention that was provided was missing something. However we do recognize that some of these learners do have an official diagnosis and an individualized program is now in effect. For other students that were behind, we noticed that some

of these learners come from families that do not have books in the home, live in crisis, or poverty and this may be a part of the reason they are not being as successful in reading as their peers. It is these learners that we need to target for an early reading intervention.

New professional learning

Our group participants each worked at learning a form of Formative Assessment, as well as began looking at the domains of self-regulation. Some in our group learned new ways to provide feedback and record it, by using the digital pensive. Debbie Miller, Faye Brownlie, Ruby Payne and Stephen Covey resources were also used by the various participants in this project. The 4C's model to build a community of learners was introduced and used in 2 of the projects with a lot of interest from the other participants on what this looked like. For self-regulation, the MindUp program was introduced and will continue during the next school year along with Stuart Shanker's Calm, Alert and Learning book.

Taking action

Each member of our group decided to embark on their own inquiry question related to reading that was specific to their group of learners. Some members of our team learned more about providing feedback to move students learning forward, another implemented guided reading groups along with rearranging activities in her daily schedule to accommodate optimum learning times, another focused on literature circles, while a third worked on connecting art to literature. One member of our group worked specifically on how to engage three at risk intermediate boys so that they began to see themselves as learners and contributors to the learning process. Each member of our group grew in their knowledge of reading strategies, self-regulation. with children who were part of each group, the majority of them reported out they felt they had become better readers and were able to identify strategies they could use when they needed help with reading. Many also identified that they enjoyed the small reading groups and read more this year than previous years.

Checking

Teachers used a variety of tools to come up with their baseline data, which was then transferred onto the rainbow tool. PM benchmarks, Jerry Johns, DART and the

reading performance standards. Some of these assessments, such as PM benchmarks were used two or three times during the school year to continue to monitor growth. Others, such as the Jerry Johns and the DART were used again at the end of the school year. Teachers then took their end of the year results *and recorded it on the rainbow tool.*

Reflections/Advice

From this inquiry, we learned that there is still so much we need to continue to learn about. Self-regulation for our group is still in its infancy and we plan to go much deeper with our learning in this area. We also are committed to learning more about using Formative assessment practices with respect to reading. Thirdly, through this inquiry and our literacy coaches, we have been exposed to countless Aboriginal resources that can be used with readers, young and old, in our building. The ability to dialogue with our coaches on next or first steps to engage readers has been very powerful in getting each of us to look at and think about how we are teaching reading to the children in our care.

EVERY learner crossing the stage with dignity, purpose and options.