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School Name: Dover Bay Secondary

School District: SD68 (Nanaimo-Ladysmith)

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**Tell us about your Healthy Schools Team: 24 Grade 9 Math students,
Instructional Coordinator: Lynn Brown and Teacher: Ray Andrews**

Share Your School Story! Tell us about what happened and how it went!

Our story this year focuses on student engagement in academics and behavior using a Community of Learners values based foundation for self-regulation and ownership of learning. We wanted to enhance interpersonal skills in a Math9 class where engagement in learning was affected by student lack of confidence in the math skills and their disregulated behaviour. Listening to the stories about the challenges of getting these students to commit to being learners, it became apparent that they needed direct teaching of values where they become the creators of building their class Community of Learners. The 4C's of commitment, self-control, cooperation and communication became the term that students build descriptors for to use as a reference check to gage their ownership of behavior for active learning rather than passive aggressive reaction for disengagement in learning. A respectful, safe and supportive environment for learning was the goal.

Teaching and Learning

Students created descriptors for what each of the 4C's looks like, sound like, and feels like in a math9 class. The descriptors were transferred to a class poster that was visible on the wall and constantly referred to in support of the students becoming owners of the language of the 4C's. It was noted that commitment and self control were the top 2 descriptors that needed constant referencing to transform the students behavior towards improving focus on learning concepts. Differentiation of instruction including movement breaks and the transitions to using math manipulatives to reinforce concept attainment were built into the daily agenda.

Daily rubric assessments including short written self-reflections designed by the Instructional Coordinator helped students track academic and behavior.(see below for rubric). Four categories of behavior were offered for students to read a descriptor and check off. The range was Barely Regulated, Partially Regulated, Mostly Regulated and Self-Regulated. Self-Regulated referred to showing leadership and supporting peers to understand math concepts. Barely Regulated referred to students who constantly needed the poster as a reminder of the

descriptors to be successful academic and behaviour learners.

Social and Physical Environment

Recognition of improved learning environment through “class check ins” was a daily occurrence. Providing movement breaks and allowing students to socialize for short bits of time throughout the class proved fruitful. Students became calm and settled into learning after a month of constant connection to the 4C’s and expected behavior in the math class.

Healthy School Policy

We have collaborated as a staff and recognize that the Community of Learners is a viable option for common language in classes that directly supports student self-regulation of academics and behavior. Many teachers are requesting support to implement the process in September, especially with Grade 8 students beginning the high school journey. We believe this values-based foundation for teaching and learning will become a starting point for all classes in the future. It will build school connectedness because of the common language and the student advocacy of the 4C’s. Training Grade 12 students to teach the process of building a class Community of Learners will also provide leadership opportunities that can support the Grade12 graduation transition requirement related to developing and advocating for social competencies of communication, creativity, problem-solving, and critical thinking as stated in the Ministry of Education Plan for 21st century social competency skills.

Reflections (what worked well, what would you do differently next year?)

The Instructional Coordinator developed a Student Engagement Rubric using Google doc for self-assessment that can be graphed to note improvement over time. This year our students were given a paper copy of a graph for April and May 2013 to fill. The front page had space for personal analysis of the graphed data relating change over time for 2 of the 4C’s: commitment and self-control.

Student Engagement Rubric

Commitment

- Self-regulated: Leadership skills driven toward a goal of focusing on learning and completing work.
- Almost self-regulated: I am mostly driven toward a goal of focusing on learning and completing work.

- Partially self-regulated: I can focus on learning and completing work.
- Barely self-regulated: I need reminders from the 4C's class code of conduct poster to focus on learning and complete work.

Control (self)

- Self-regulated: I show leadership to be calm, alert and take action to engage in my learning.
- Almost self-regulated: I am mostly calm, alert and take action to engage in my learning.
- Partially self-regulated: I am calm, alert and somewhat engaged in my learning
- Barely self-regulated: I need reminders from the class poster to be calm, and refocus on my learning.

Cooperation

- Self-regulated: I am a leader who works with a variety of peers to deepen thinking and learning
- Almost self-regulated: I can work with a variety of peers to help our learning
- Partially self-regulated: I can work for short periods of time with peers to help my learning
- Barely self-regulated: I need reminders from the class poster to focus on my learning in a group setting.

Communication

- Self-regulated: I am a leader who facilitates discussion to deepen our understandings of a topic
- Almost self-regulated: I can participate in discussions to deepen our understandings of a topic
- Partially self-regulated: I can sometimes participate in discussions to deepen my understanding of a topic
- Barely self-regulated: I need reminders from the class poster to check in on how to communicate respectfully in class.

Engagement level and respect for our class Community of Learners?

- Self-regulated: I demonstrate leadership and advocate for peers to use the values of our Community of Learners code of conduct for behaviour and academic success
- Almost self-regulated: I use the 4C's code of conduct as a way of owning my learning, but don't advocate others to use it.
- Partially self-regulated: I know the 4C's code of conduct and sometimes apply it to my learning in class
- Barely self-regulated: I need to check in with the descriptions on the 4C's class poster to be a successful learner.

What worked well and What's next: It is important to note that half the class submitted data and comments on analyzing their data in time for this report to be submitted (the rest were collected the next week). From the students who completed the data analysis process it can be reported April data and May data indicate students have progressed as learners from being Barely Regulated and Partially Regulated at the beginning of the each April to Almost Regulated and Self-Regulated in May. It appears from student comments that they understand the importance of using the 4C's as a way of balancing academic learning with improved behavior. Student responses to acknowledging areas needing tweaking for a positive start to Grade10 learning are:

Emma's reflection "I know that to be successful my data for commitment shows that I have stayed Mostly Regulated and have not shown leadership. In Grade 10 I hope to show leadership by helping my peers and teachers teaching in a way we can all understand, even if it's a hands on learner, some absorb words others visual."

Chelsey reflects: "I am driven toward a goal to learning and completing work. I would like to continue to be self-regulated. I can do this if I come to class motivated and my teacher shows leadership around several ways of learning."

Zac states: "My data for commitment shows that I went from Barely Regulated to Partially Regulated and twice I was Mostly Regulated.. I would like to start Grade10 being Mostly Regulated because that means I am mostly driven towards a goal focusing on learning and completing work. I can do this if I come to class motivated and my teacher shows respect and leadership around several ways for my learning."

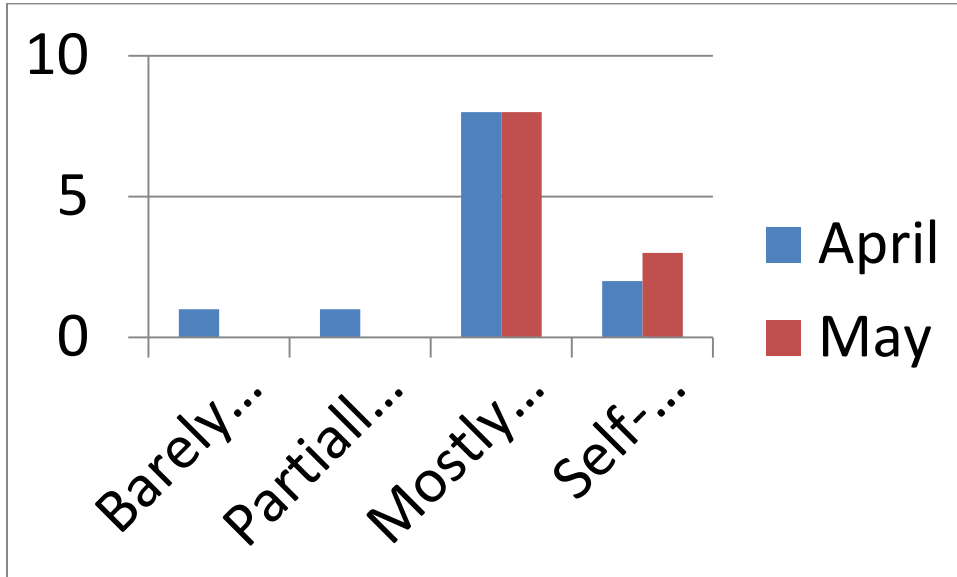
Georgia replies: she can be Self-Regulated by setting goals ahead of time and needing to focus for longer than 20 minutes.”

Dylan reminds us that students remember people who make change and that students build a bank of names where they can get help to improve. Sometimes it is the concepts students remember and sometimes it is the personal connection that kick starts the memory of positive change. He stated, “I was Barely Regulated and now that Mrs. Brown has come into our class and told us about the 4C’s I’m up to Mostly Regulated and sometimes Self-Regulated.

Teacher Reflections

We are quite pleased with the results of our teaching and learning. We intend to increase self-regulation through offering this online assessment tool to be available to all teachers interested in using the 4C’s as a values-based foundation for teaching and learning. Our intentions is to have Grade12 students trained to go into Grade 8 classes in the fall to follow the process of creating a class code of conduct poster. The ultimate goal is to have secondary students’ self-regulated owners of their academics and behavior so that they can be productive confident people preparing to go out into the world with purpose and direction. In the words of Dr. Kaser and Dr. Halbert, “We want all grads crossing the stage with purpose, dignity and options”.

Graph 1. Level of Commitment (11 of 22 students submitted data as of June 7th, the rest come June 9)



Graph 2. Level of Self-Control

