

develop STUDENT OWNERSHIP through...

# Focused Learning

Kaneland School District  
November 23, 2020



# Presenter

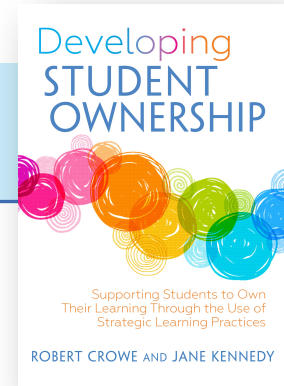
\* **Robert Crowe**

Author and Educator

Elevated Achievement Group



# Structured Conversation



## Conversation Starter

What is Student Ownership?

## Conversation Frame

Student Ownership is . . .

# The Look and Sound of Student Ownership

“True success in education requires that students go beyond just *doing* or *understanding* school—they must *own* their learning. Students who own their learning can state what they are learning and why, can explain how they learn best, can articulate when they are learning and when they are struggling, and understand their role in any academic setting.”

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Crowe and Kennedy, 2018

Can each and every student...

...explain how they are **learning**?

...say when they are **learning** and when they are struggling?

...state what they are **learning** and why?

...willingly take risks in their **learning**?

think about  
your students...

# Moving Beyond Doing and Understanding

Many students progress through their education doing school, some begin understanding their learning, but most are unclear about how to own their learning.

## Do

A student is doing school when they can state what the task is or recite what they are literally doing. This is a student who believes their role is to do classwork but not that their role is to learn.

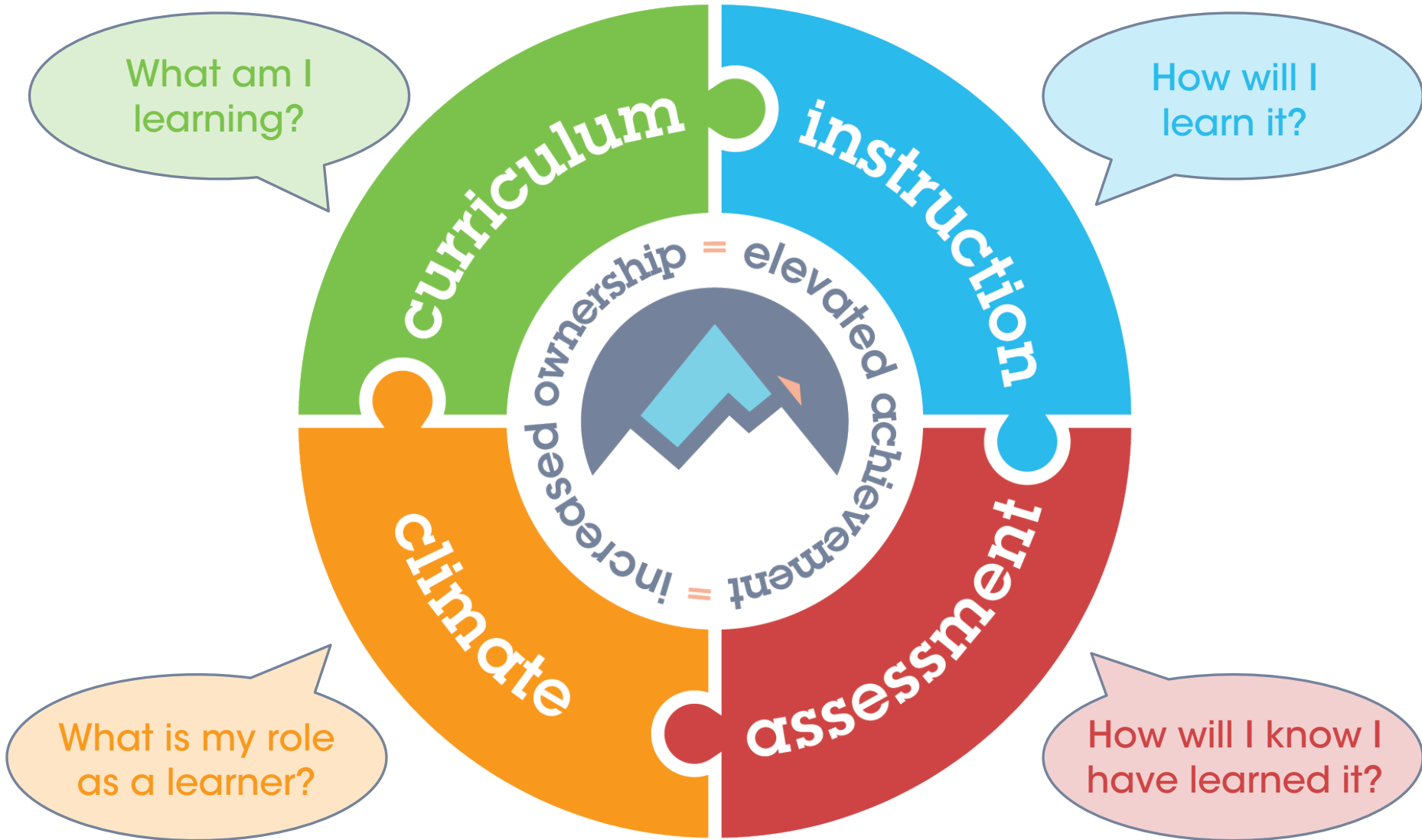
## Understand

A student is understanding their learning when they can state what they are doing and make connections to the information, facts, or topics addressed. Students tend to be focused on content acquisition or content knowledge.

## Own

A student is owning their learning when they can clearly state not only what they are learning and why, but can also articulate how they learn best, can explain, with evidence, when they are learning and when they are struggling, can apply these skills in authentic settings, and can transfer these skills into future situations. In other words, students consistently manage their role in their learning, recognize why this is crucial, and utilize strong metacognitive skills.

# A Framework for Learning



# What the Students Need to Know

Students are supported by lessons that let them own the phases of learning.

PHASE	ACTION
<b>LEARNING CONTEXT</b> <i>Why am I learning this?</i>	
<b>LEARNING OUTCOME</b> <i>What will I learn?</i>	
<b>LEARNING PROCESS</b> <i>How will I learn this?</i>	
<b>LEARNING DEMONSTRATION</b> <i>How will I show that I have learned it?</i>	
<b>LEARNING APPLICATION</b> <i>How will I continue to use what I learned?</i>	



# Structured Conversation

## Conversation Starters

What is the value to the student knowing this?

What is the value to the teacher of students knowing this?

## Conversation Frames

The value to the student knowing this is . . .

The value to the teacher of students knowing this is . . .

# What Students Need to Know

**QUESTIONS**

**WHY**

**WHAT**

**HOW LEARN**

**HOW SHOW**

**HOW USE**

# Where are you in this process?

- Do you make strong standards-based decisions when planning?
- Do you implement what you planned?
- Do you share this information with your students—  
at home and in class?
- Do your students hear and see this in a variety of ways?
- Are your students able to articulate this information?



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