

develop STUDENT OWNERSHIP through...

# Focused Learning

Fallbrook Union Elementary School District  
Support for Administrators  
October 16, 2020



# develop STUDENT OWNERSHIP through...

## Focused Learning

### Agenda

<b>LEARNING CONTEXT</b>	To be competitive in today's world, all students must be college and/or career ready. In order to be college and career ready, students must take ownership of their learning. In other words, students must have the authority, capacity, and responsibility to own their learning—in the classroom, on-line, at home, and when working alone. It is incumbent upon educators to provide the supports that are necessary for students to own their learning at the lesson level.	
<b>LEARNING OUTCOME</b>	Participants will analyze and reflect upon the decisions a teacher needs to make every day—regardless if instruction is in the classroom, on-line, or at home—in order to develop an effective and efficient standards-based/skills-based lesson that leads to great student ownership	
<b>LEARNING PROCESS</b>	<b>CONTENT</b> <ul style="list-style-type: none"> <li>• Define Student Ownership</li> <li>• Clarify What Students Need to Know</li> <li>• Clarify What Teachers Need to Know</li> <li>• Understand the Mastery Sequence</li> <li>• Review the Integrated Unit Framework</li> <li>• Review Next Steps</li> </ul>	<b>STRATEGIES</b> <ul style="list-style-type: none"> <li>• Structured Communication</li> <li>• Academic Vocabulary Development</li> <li>• Metacognition</li> <li>• Reflection</li> <li>• Routines</li> </ul>
<b>LEARNING DEMONSTRATION</b>	Participants will reflect upon the abilities of teachers to make the most effective and efficient decisions at the lesson level that will lead to greater student ownership.	
<b>LEARNING APPLICATION</b>	Participants will ask reflective questions as they determine the strengths and areas of growth for each teacher as they begin to make decisions at the lesson level that lead to greater student ownership.	

# Structured Conversation

## Conversation Starter

What is Student Ownership?

## Conversation Frame

Student Ownership is . . .

# What the Students Needs 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**

**HOW SHOW**

**HOW USE**

# Where are your teachers in this process?

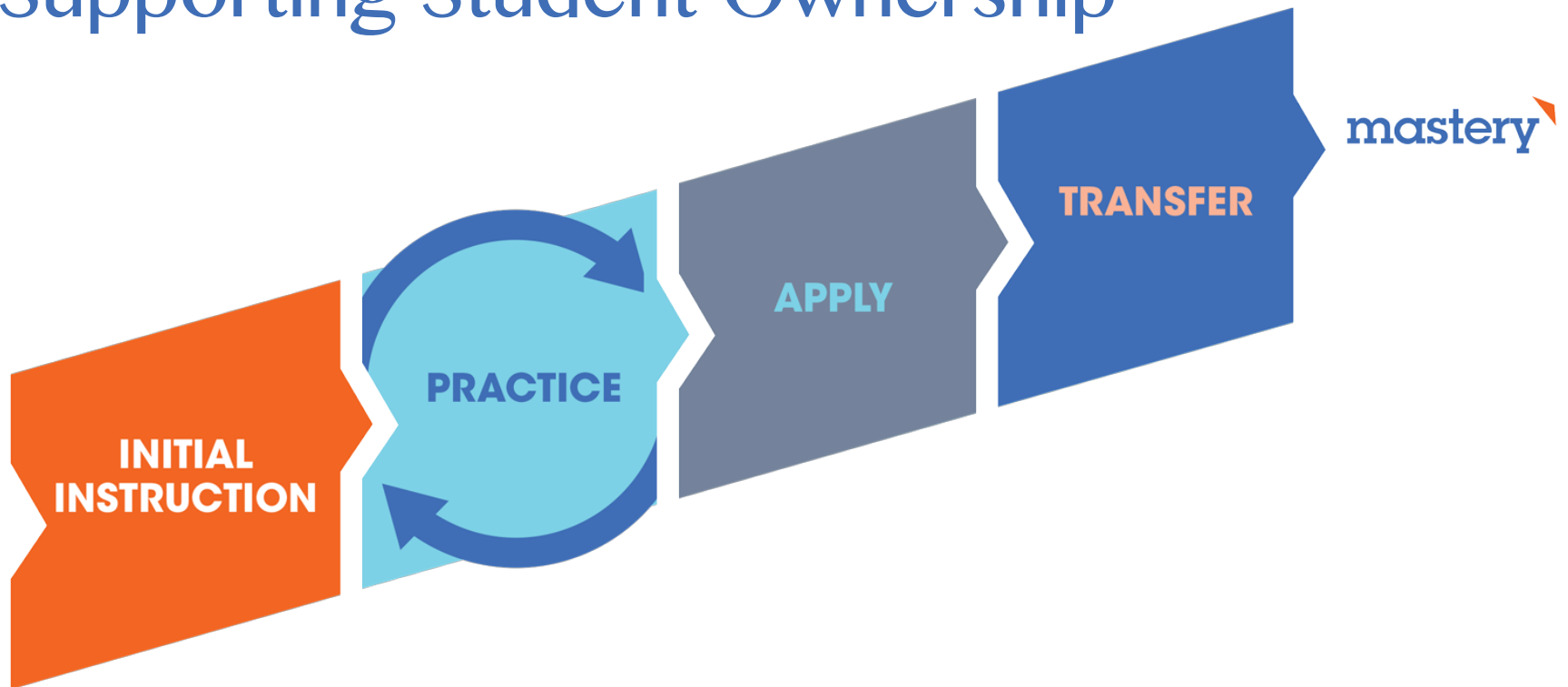
- Do they make strong decisions when planning?
- Do they provide what they decided?
- Do they share this information with the students?
- Do the students hear and see this in a variety of ways?
- Are the students able to articulate this information?

# In order to make the most effective and efficient decisions, teachers need to know . . .

1. The Standards, the Learning Progressions, the Correlations
2. The Skills within the Standards
3. The Mastery Sequence
4. The District Scope and Sequence of Essential Standards
5. A Framework for an Integrated Unit



# The Mastery Sequence for Supporting Student Ownership



Ask your teachers:

- How do you decide what to offer in person?
- How do you decide what to offer online?
- How do you decide what needs to be independent work?

# Structured Conversation

## Conversation Starter

*Review the District's Hybrid Model.*  
What are its strengths? What are concerns?

## Conversation Frames

The strengths of the District's Hybrid Model are . . .

My concerns are . . .

# Structured Conversation

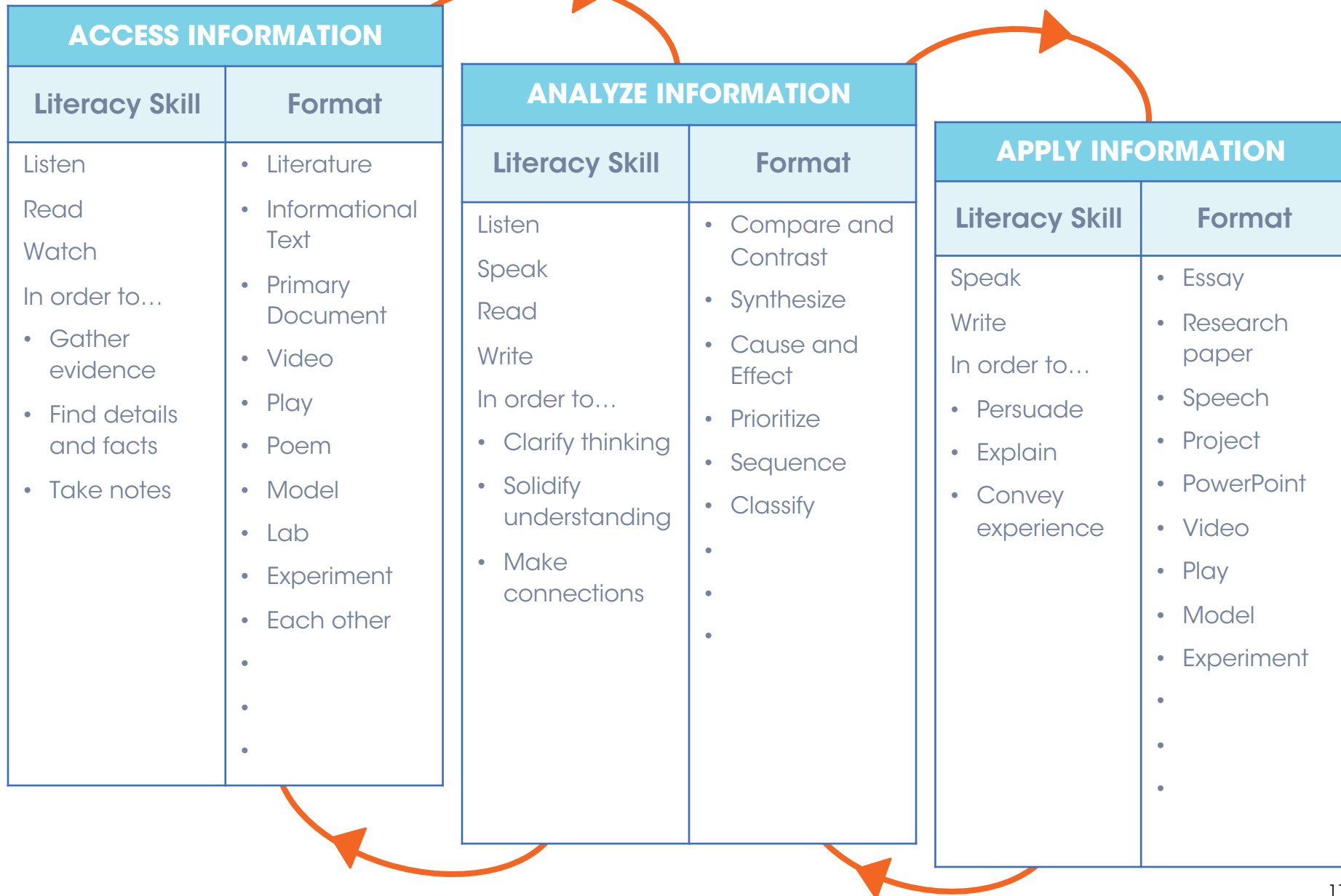
## Conversation Starter

*Review the District's Scope and Sequence of Essential Standards for English-Language Arts.*  
What is your teachers' understanding of this information?

## Conversation Frame

My teachers' understanding of the information in the District's Scope and Sequence of Essential Standards for English-Language Arts is . . .

# Integrated Unit Framework



# Examples of a Common Core-Based Writing Prompt

## Grade 3: Prompt for Opinion

PHASE	ACTION
ACCESS INFORMATION	Read <i>Charlotte's Web</i> by E.B. White.
ANALYZE INFORMATION	Analyze the characters Fern, Wilber, and Charlotte in <i>Charlotte's Web</i> and determine which character is most admirable. Think about each character (their traits, motivations, feelings, and actions). Determine the reasons that can help you prove that your character is the most admirable.
APPLY INFORMATION	<p>Write an opinion essay proving which of the characters in <i>Charlotte's Web</i>: Fern, Wilber, or Charlotte is the most admirable. State your opinion. Support your opinion with reasons from the story.</p> <p>Remember, a strong and effective piece of opinion writing:</p> <ul style="list-style-type: none"><li>• Introduces the topic clearly.</li><li>• States an opinion.</li><li>• Organizes by listing reasons.</li><li>• Provides reasons that support the opinion.</li><li>• Uses linking words and phrases (e.g., because, therefore, since, for example).</li><li>• Concludes effectively.</li></ul>

# Examples of a Common Core-Based Writing Prompt

## Grade 6–8: Prompt for Informative/Explanatory Writing in History/Social Studies

PHASE	ACTION
<b>ACCESS INFORMATION</b>	Read Topic 6 “Ancient Greece” in Pearson <i>myWorld Interactive World History</i> .
<b>ANALYZE INFORMATION</b>	Think about the similarities and differences between the societies of Athens and Sparta in regards to education, the military, the economy, family structure, and government. Think about the evidence you have gathered that can help you compare and contrast the two societies.
<b>APPLY INFORMATION</b>	<p>Write an informative/explanatory composition that compares and contrasts the societies of Athens and Sparta. Include information regarding each society’s approach to education, the military, the economy, family structure, and the government. In your writing be sure to use evidence to support and develop your thinking.</p> <p>Remember, a strong and effective informative/explanatory composition:</p> <ul style="list-style-type: none"><li>• Introduces a topic.</li><li>• Organizes ideas, concepts, and information into broader categories.</li><li>• Develops the topic with relevant facts, definitions, concrete details, quotations, etc.</li><li>• Uses appropriate and varied transitions.</li><li>• Uses precise language and vocabulary.</li><li>• Maintains a formal style and objective tone.</li><li>• Provides a concluding statement or section.</li></ul>

# Structured Conversation

## Conversation Starter

What do students need to know and be able to do so that they can effectively and efficiently develop their own units and projects?

## Conversation Frame

In order to effectively and efficiently develop their own units and projects, my students need to know and be able to . . .

## Next Steps:

### One-on-One Site visits...

Monday, Nov. 9 at 8am: Potter Junior High

Monday, Nov. 9 at 12pm: Live Oak ES

Tuesday, Nov. 10 at 8am: Frazier ES

Tuesday, Nov. 10 at 12pm: La Paloma ES

Monday, Nov. 16 at 8am: Fallbrook St. STEM Academy

Monday, Nov. 16 at 12pm: Maie Ellis ES

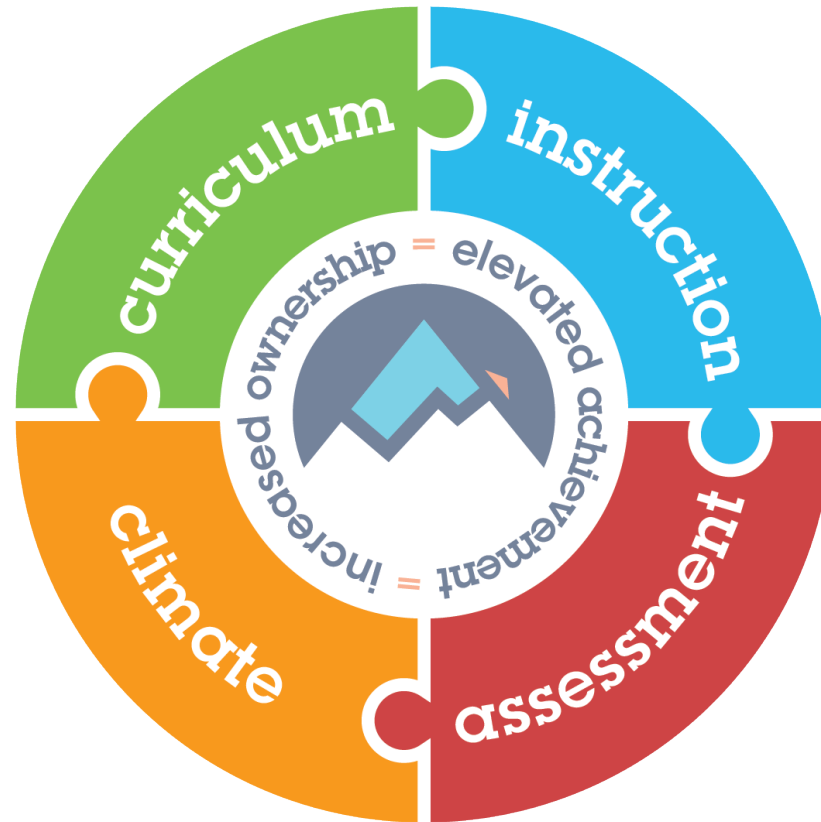
Tuesday, Nov. 17 at 8am: Mary Fay Pendleton

Tuesday, Nov. 17 at 12pm: San Onofre

Wednesday, Nov. 18 at 8am: Fallbrook Virtual Academy

Friday, Nov. 13 at 1:30pm: Overview for Teachers, K-2, 3-5, 6-8





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