

develop STUDENT OWNERSHIP through...

# Focused Learning

Fallbrook Union Elementary School District  
Support for Teachers  
December 4, 2020



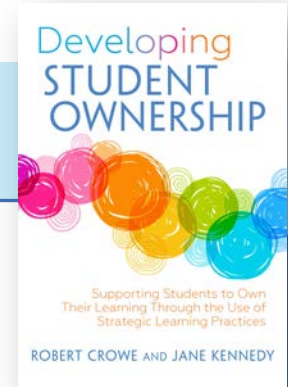
# develop STUDENT OWNERSHIP through...

## 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 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 their abilities 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 themselves 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 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?

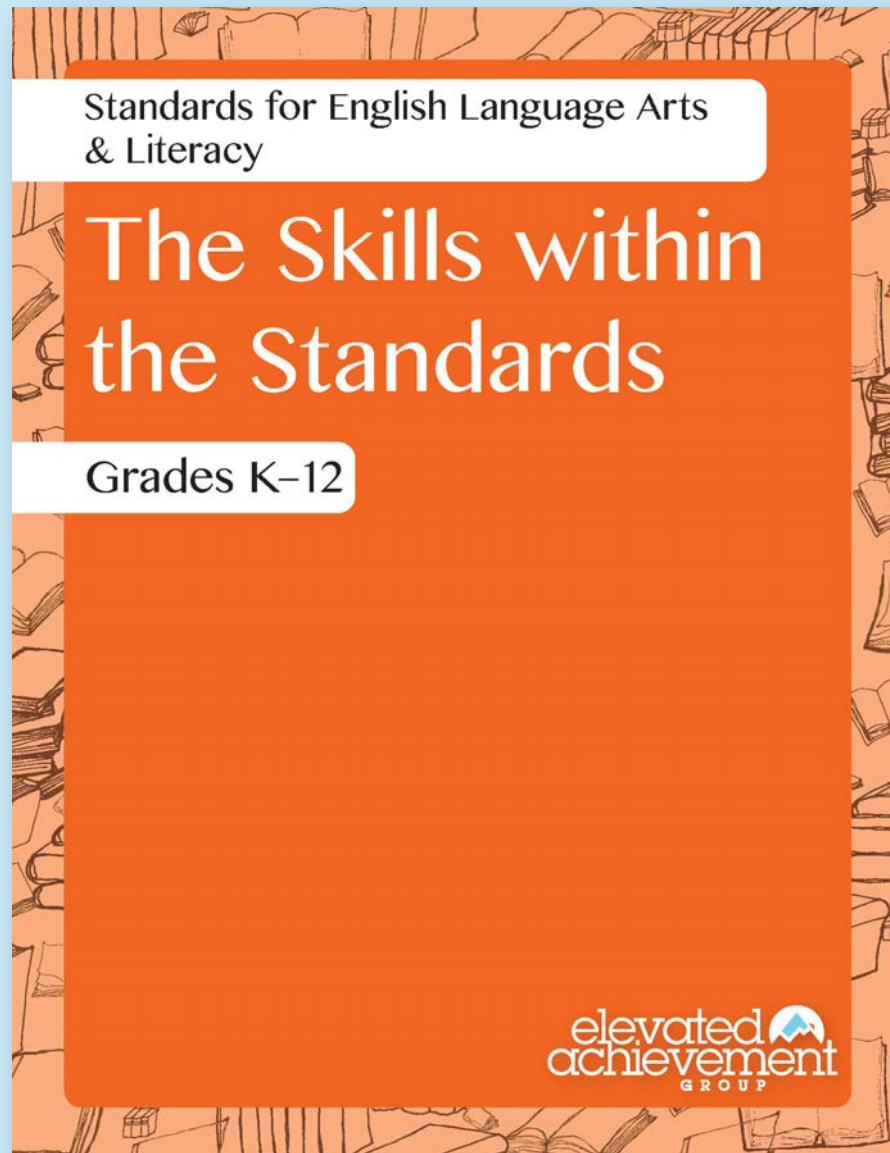
- Do you make strong standards-based decisions when planning?
- Do you implement what you planned?
- Do you share this information with your students—  
at home and in class?
- Do your students hear and see this in a variety of ways?
- Are your students able to articulate this information?

# In order to make the most effective and efficient decisions, you need the following supports . . .

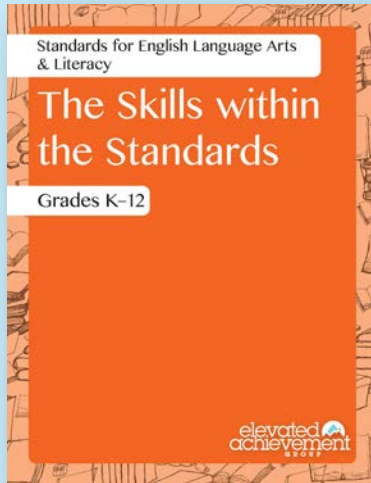
1. The Standards, the Learning Progressions, the Correlations
2. The Skills within the Standards
3. The Mastery Sequence
4. The District Scope and Sequence of Essential Standards



# A Resource to Support Focused Learning



# A Resource to Support Focused Learning

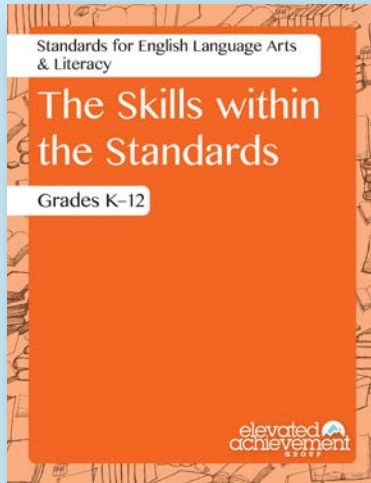


## First Grade

## Reading Information

STANDARD	IDENTIFIED SKILLS
<b>1.RI.1</b> Ask and answer questions about key details in a text.	Answer questions about key details in a text.
	Ask questions about key details in a text.
<b>1.RI.2</b> Identify the main topic and retell key details of a text.	Identify the main topic of a text.
	Retell key details of a text.
	Identify the main topic and retell key details of a text.
<b>1.RI.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals in a text.
	Describe the connection between two events in a text.
	Describe the connection between two ideas in a text.
	Describe the connection between two pieces of information in a text.
<b>1.RI.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4–6 for additional expectations.) CA	Ask questions to help determine or clarify the meaning of words and phrases in a text.
	Answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>1.RI.5</b> Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA	Know and use various text structures to locate key facts or information in a text.
	Know and use various text features to locate key facts or information in a text.
<b>1.RI.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>1.RI.7</b> Use the illustrations and details in a text to describe its key details.	Use the illustrations in a text to describe its key ideas.
	Use the details in a text to describe its key ideas.

# A Resource to Support Focused Learning

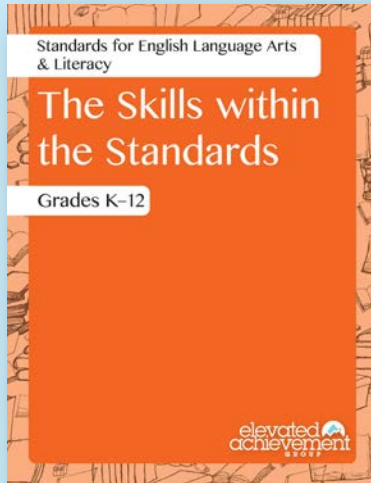


## Fourth Grade

## Reading Information

STANDARD	IDENTIFIED SKILLS
<b>4.RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer to details when explaining what a text says explicitly.
	Refer to examples when explaining what a text says explicitly.
	Refer to details when drawing inferences from a text.
	Refer to examples when drawing inferences from a text.
<b>4.RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine the main idea of a text.
	Explain how the main idea of a text is supported by the key details.
	Summarize the text.
<b>4.RI.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Explain events in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	Explain procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	Explain ideas in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	Explain concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<b>4.RI.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . (See <i>grade 4 Language Standards 4–6 for additional expectations</i> .) CA	Determine the meaning of general academic words and phrases in a text.
	Determine the meaning of domain-specific words and phrases in a text.
<b>4.RI.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Describe the overall structure of events, ideas, concepts, or information in a text.
	Describe the overall structure of events, ideas, concepts, or information in part of a text.

# A Resource to Support Focused Learning

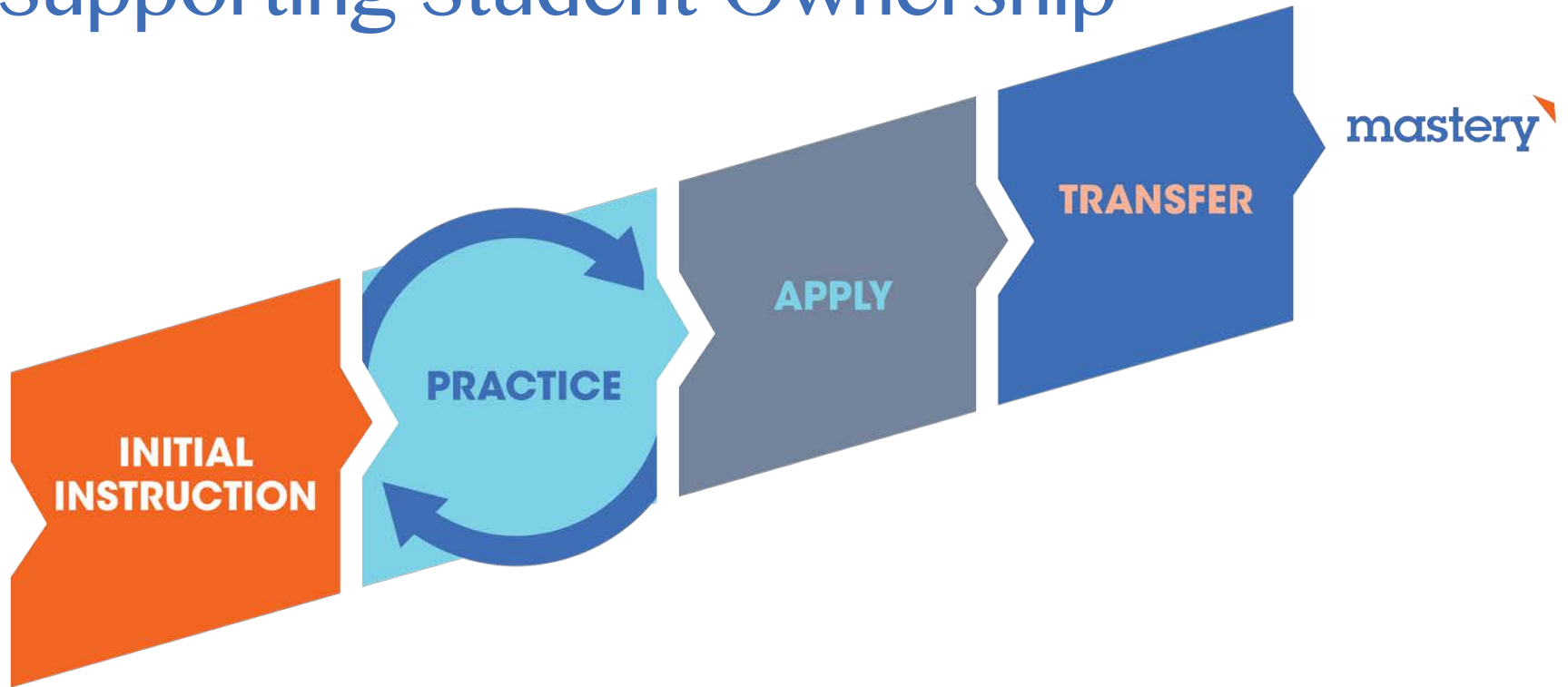


## Seventh Grade

## Reading Information

STANDARD	IDENTIFIED SKILLS
<b>7.RI.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support the analysis of what the text says explicitly.
	Cite several pieces textual evidence to support the analysis of inferences drawn from the text.
<b>7.RI.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Determine two or more central ideas in a text.
	Analyze the development of the central ideas over the course of the text.
	Provide an objective summary of the text.
<b>7.RI.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyze the interactions between individuals in a text.
	Analyze the interactions between events in a text.
	Analyze the interactions between ideas in a text.
<b>7.RI.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA	Determine the meaning of words and phrases as they are used in a text.
	Determine the figurative meaning of words and phrases as they are used in a text.
	Determine the connotative meaning of words and phrases as they are used in a text.
	Determine the technical meaning of words and phrases as they are used in a text.
	Analyze the impact of a specific word choice on meaning and tone.
<b>7.RI.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole text.
	Analyze the structure an author uses to organize a text, including how the major sections contribute to the development of the ideas.
	Analyze the use of text features in public documents.

# The Mastery Sequence for Supporting Student Ownership



Ask yourself:

- 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 your students' learning model/schedule.*

What are the benefits to students when learning in school?

What are the benefits to students when learning at home?

## Conversation Frames

The benefits to students when learning in school are...

The benefit to students when learning at home are. . .

# Another Resource to Support Focused Learning

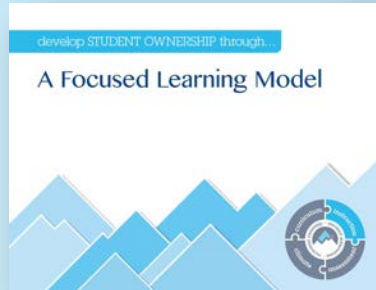
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## A Focused Learning Model





# Another Resource to Support Focused Learning



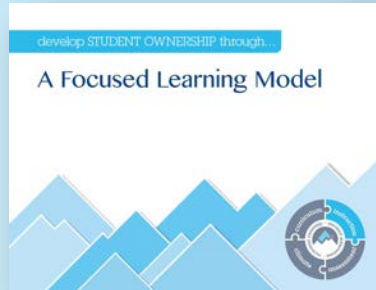
## The Learning Model for Supporting Student Ownership

The *Learning Model* is made up of five student-centered phases: setting the *Learning Context*, stating the *Learning Outcome*, engaging in the *Learning Process*, producing the *Learning Demonstration*, and implementing the *Learning Application*.





# Another Resource to Support Focused Learning



## The Sequence of Planning

The purpose of delineating a planning sequence is to support the teacher to reflect on their own decision-making.

When planning a lesson, the teacher must take into consideration both the design and delivery of the lesson.

**Design:** The teacher must backwards plan with the end driving the sequence.



**Delivery:** The teacher must forward instruct with the end in mind.



In order to most effectively and efficiently backwards plan a lesson, the following decision-making sequence is recommended:

- ▶ Determine the *Learning Context* and the *Learning Application*
- ▶ Determine the *Learning Outcome* and the *Learning Demonstration*
- ▶ Determine the *Learning Process*

# Another Resource to Support Focused Learning

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## A Focused Learning Model



## Learning Outcome

Teacher: *What will my students learn?*

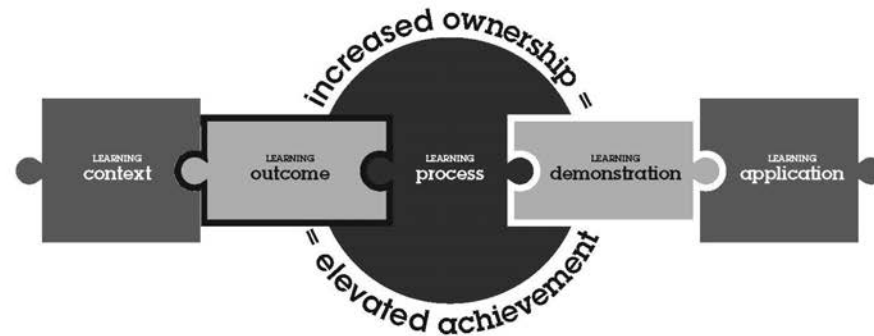
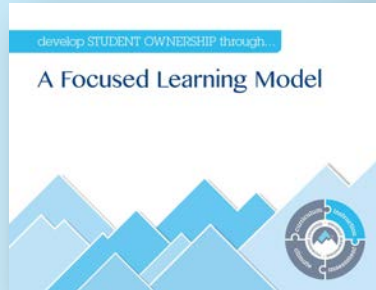
Student: *What will I learn?*

This is the phase of the lesson during which students specifically understand what they will be learning and how they will show they have learned it. During this phase, the teacher explains WHAT the students will be learning (the skill of the standard) and HOW they will SHOW that they have learned (a demonstration or product). Students will struggle with the learning if they are not clear how to answer the question, "What will I learn?"

While stating the *Learning Outcome*, the learning can be written in a variety of ways—as a learning intention with success criteria, as a learning goal, as an objective, or as one part of a larger unit. The learning outcome should be stated, written, discussed, or addressed as determined by student needs. Students will have the opportunity to produce or demonstrate the learning of this outcome during *Learning Demonstration*.

Value to Students	Value to Teachers
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

# Another Resource to Support Focused Learning



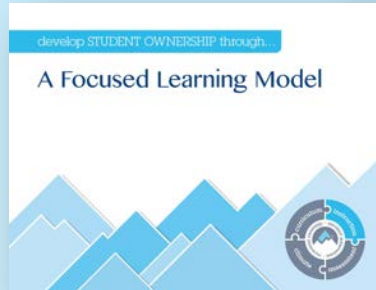
**Students who own their learning can articulate:**

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**Questions to consider during planning:**

- What skill will the students learn?
- What will the students do to show that they have learned this skill?
- How will you share this information with your students?

# Another Resource to Support Focused Learning



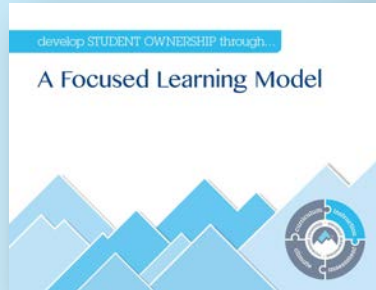
## Sample Lesson Plan

Unit:

Date:

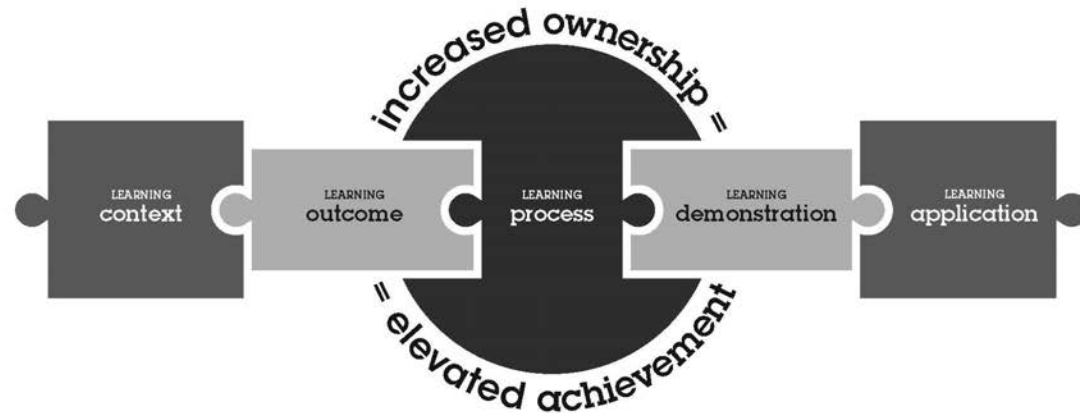
PHASE	ACTION
LEARNING CONTEXT	
LEARNING OUTCOME	
LEARNING PROCESS	
LEARNING DEMONSTRATION	
LEARNING APPLICATION	

# Another Resource to Support Focused Learning



The purpose of a set of reflection questions is to support the teacher in assessing the success of a lesson and their own decision-making.

This helps the teacher answer, "What did you decide to do?" and, more importantly, "Why did you decide that?"





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