

developing STUDENT OWNERSHIP:

# How Parents/Caregivers Can Help Children Become Life-Long Learners

Elevated Achievement Group in  
Collaboration with CSUSB GEAR UP  
January 7, 2021



# Presenters

## Elevated Achievement Group

*We partner with outreach programs,  
colleges/universities, districts, schools, families,  
and directly with students.*

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# Developing Student Ownership Webinar Series

- \* **December 10**

Webinar 1: How Students Can Become Life-Long Learners

- \* **January 7**

Webinar 2: How Parents and Caregivers Can Help  
Their Children Become Life-Long Learners

- \* **January 14**

Webinar 3: How Schools Can Help Students  
Become Life-Long Learners


# Today's Session

Every parent wants their child to succeed. Every guardian wants their child to grow academically. Every caregiver wants their child to build a sustainable future. The best way to do this is to ensure that all children become life-long learners.

We know that parents and caregivers have a crucial role in ensuring that their children become life-long learners. But many parents and caregivers don't know how to support their children in this endeavor. Learn how to develop effective and efficient learning opportunities for families that will build their capacity to empower their child to be as successful as possible.

In this webinar, you will clarify the research on student ownership and explore the practical tools that support your parents and caregivers as they help their children to begin to own their learning while answering the following questions:

- What is student ownership and why is it imperative?
- How can parents and caregivers develop student ownership?
- How can you and your staff support parents and caregivers to develop student ownership?
- How can we help you and your staff support parents and caregivers to develop student ownership?



# What is student ownership and why is it imperative?



# Why Is Student Ownership Imperative?

In 2001, John Hattie showed us that students who own their own learning are more motivated to learn, and those students who are more motivated to learn actually learn more:

“It is the students themselves, in the end, not teachers, who decide what students will learn. Thus we must attend to what students are thinking, what their goals are, and why they would want to engage in learning what is offered in schools.”

# What Is Student Ownership?

## CURRICULUM

The learner must **clarify** the learning.

## INSTRUCTION

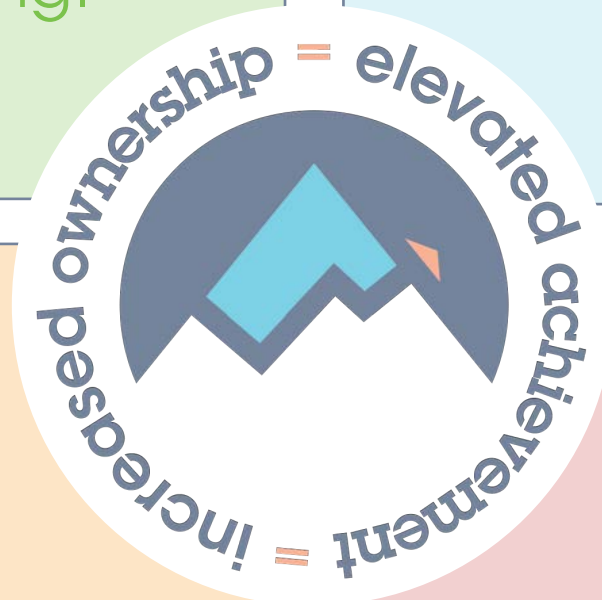
The learner must **engage** with the learning.

## CLIMATE

The learner must **connect** with fellow learners.

## ASSESSMENT

The learner must **monitor** the learning.



# What Is Student Ownership in Curriculum?

The learner must **clarify** the learning.

They **clarify**...

- What they are learning
- What success looks and sounds like
- How the current learning connects to past and future learning
- Where you are in the process of learning (initial understanding, practicing, applying, transferring)
- What resources and materials are needed to learn





# What Is Student Ownership in Instruction?

The learner must **engage** with the learning.

They **engage with...**

- Other learners to share ideas
- Instructional strategies that build their metacognition
- Instructional strategies that ensure mastery of the learning
- With routines that ensure efficient use of time



# What Is Student Ownership in Assessment?



The learner must **monitor** with the learning.

They **monitor by...**

- Clarifying the success criteria of the learning
- Checking their own understanding during the process of learning
- Clarifying and articulating when they are learning and when they are struggling
- Adjusting their learning accordingly
- Adapting the learning process based on their specific needs

# What Is Student Ownership in Climate?



The learner must **connect** with fellow learners.

They **connect with...**

- Other learners in the class in a respectful manner
- Their role as a learner—both in class and outside of class
- Other learners for support when taking academic risks
- Other learners in a cooperative way
- Other learners in a collaborative way



How can parents and  
caregivers develop  
student ownership?

# What Does Student Ownership Sound Like?

Possible responses from seventh grade students in geography when asked, *"What are you learning?"*

## Do


"I am reading this article."

## Understand


"We are learning about how geography and climate affected how people lived. We are taking notes on examples of this from an article on the Middle Ages."

## Own

"We are learning about the relationships between geographic, political, and economic structures in various civilizations. In two weeks, we will put together a slide presentation on one of the civilizations. Right now, we are learning how to cite textual evidence. My document is a map of the Arabian Peninsula. I will use Cornell notes to take notes. This will help me make sure I have accurate evidence."



How can you and your staff  
support parents and  
caregivers to develop  
student ownership?



# Directly Offer Classes for Adults

- \* Classes that support the advancement of the adult: English as a Second Language, Citizenship, Basic Math
- \* Classes that support their skills as a parent
- \* Classes that support their role as an academic support for their children

# Build Engaging Learning Opportunities for Adults

The *Learning Model* for supporting the adult learner helps answer the following questions.

- **Why is the learning important?** The *Learning Context* makes connections to the situation of parents/caregivers as they support their children at home in the learning process.
- **What will the participants learn?** The *Learning Outcome* clearly states to the participants the objective of the session (what parents/caregivers will learn) and the demonstration of their learning (how parents/caregivers will show ability to apply what they have learned with their children).
- **How will the participants learn it?** The *Learning Process* determines which instructional strategy or methodology will most effectively and efficiently engage adult learners in mastering the outcomes of the session.
- **How will the participants show that they have learned it?** The *Learning Demonstration* determines how parents/caregivers will show mastery of the outcomes of the session.
- **How will the participants continue to use what they learned?** The *Learning Application* makes connections to the various situations of parents/caregivers as they use the session learning to support their children at home on the learning process.



# What the Presenter Needs to Know

Participants are supported by sessions that address the phases of learning.

PHASE	ACTION
<b>LEARNING CONTEXT</b> <i>Why is the learning important?</i>	
<b>LEARNING OUTCOME</b> <i>What will the participants learn?</i>	
<b>LEARNING PROCESS</b> <i>How will the participants learn it?</i>	
<b>LEARNING DEMONSTRATION</b> <i>How will the participants know that they have learned it?</i>	
<b>LEARNING APPLICATION</b> <i>How will the participants continue to use what they learned?</i>	

# What the Parent/Caregivers Need to Know

Participants are supported by sessions 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>	

# develop STUDENT OWNERSHIP through . . .


## Supporting Scholarly Behaviors

### Agenda

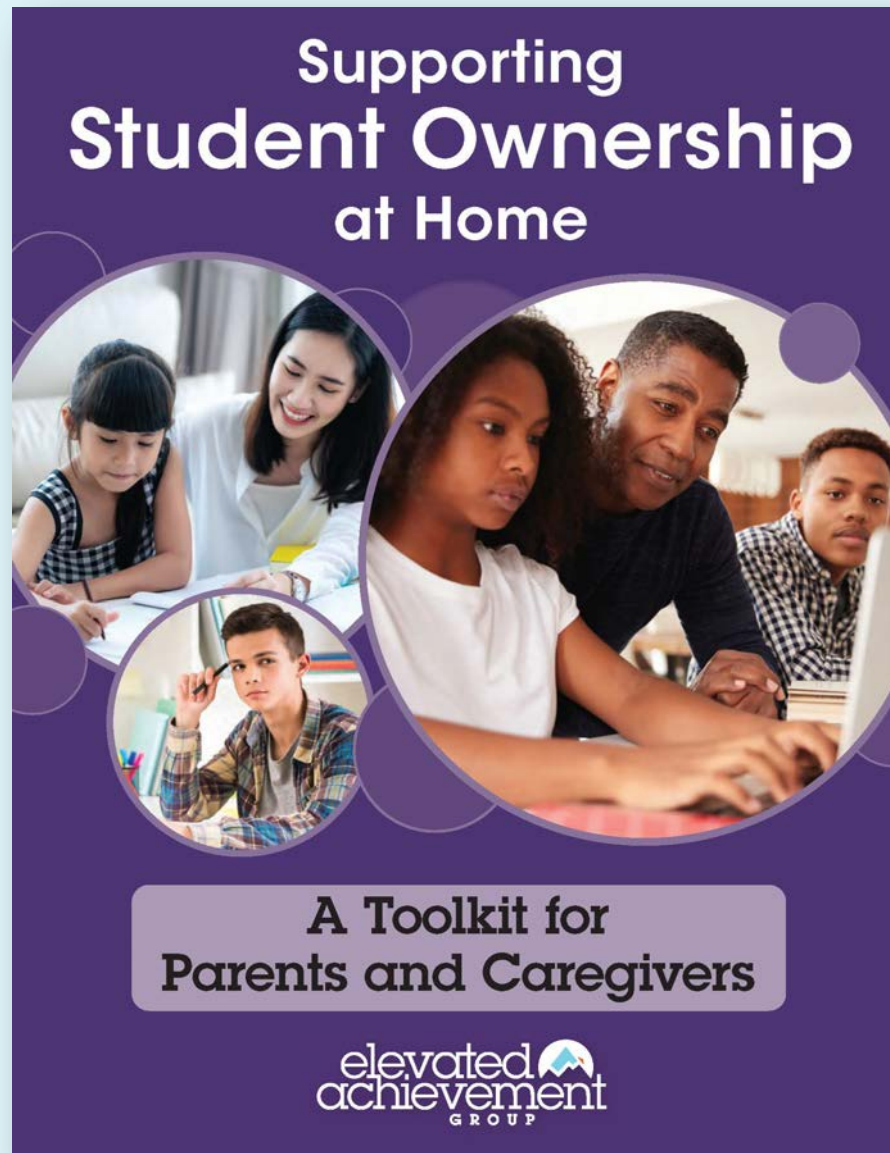
<b>LEARNING CONTEXT</b>	To be competitive in today's world, all students must be college and career ready. In order to be college and career ready, students must exhibit those behaviors that lead to scholarly thinking. It is incumbent upon parents and caregivers to support their children to develop those scholarly behaviors that will support their academic advancement. Research shows that consistent encouragement from both educators and parents or caregivers supports academic achievement.	
<b>LEARNING OUTCOME</b>	Parents and caregivers will analyze the various scholarly behaviors that lead to academic advancement in order to develop a plan to explain, model, and monitor these behaviors with their children.	
<b>LEARNING PROCESS</b>	<b>CONTENT</b> <ul style="list-style-type: none"> <li>• Understand those scholarly behaviors that build toward higher academic achievement.</li> <li>• Share strategies for modeling and building those behaviors in everyday activities.</li> <li>• Develop tips for discussing scholarly behaviors with their child, explaining the importance of these behaviors at school and in life, and giving feedback on their child's progress.</li> </ul>	<b>STRATEGIES</b> <ul style="list-style-type: none"> <li>• Structured Communication</li> <li>• Academic Vocabulary Development</li> <li>• Close Reading</li> <li>• Gradual Release of Responsibility</li> <li>• Routines</li> <li>• Reflection and Metacognition</li> </ul>
<b>LEARNING DEMONSTRATION</b>	Participants will develop an ability to explain, model, and monitor these behaviors with their children.	
<b>LEARNING APPLICATION</b>	Participants will implement an ability to explain, model, and monitor these behaviors with their children.	



How can we help you  
and your staff support  
parents and caregivers  
develop student ownership?

A decorative graphic at the bottom of the slide consisting of several overlapping, light blue geometric shapes that resemble stylized mountains or a jagged line. The shapes are layered, with some appearing in front of others, creating a sense of depth.

# Customized Resources



# Customized Resources

## Using this Book

This book is built to help you have conversations that will support your child's ownership of their learning through seven key skills.

1. Owning WHAT They Are Learning
2. Owning HOW They Are Learning
3. Owning HOW WELL They Are Learning
4. Owning TAKING RISKS as They Are Learning
5. Owning Their READING
6. Owning Their MATHEMATICS
7. Owning How to REFLECT on Their Learning

For each of these skills there are resources for you and your child to use with each and every assignment. And, each resource provides information about why this skill is important, an **Own It!** guide with the conversation starters to get your child talking, and sentence frames to use if the conversation stalls.

information that lets you know why this skill is important for your child

### SKILL 1

#### Support Your Child to Own WHAT They Are Learning

Research shows that students are more motivated and successful when they know and can state what they are learning, how they will know they have learned it and why it is important. In other words, students are owning what they are learning when they can answer these questions. Your role is to help your child find the answers.

The **Own It!** guides on the following pages will help you support your child in owning what they are learning.

- ▶ What am I learning in this assignment?
- ▶ How will I know I have learned what I am supposed to learn?
- ▶ Why am I learning this?
- ▶ How will I use this learning in the future?

**Skill 1 Own It! Guides:**

Parents and Caregivers Guide in English	16
Student Guide in English	17
Parents and Caregivers Guide in Spanish	18
Student Guide in Spanish	19

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Supporting Student Ownership at Home: Support Your Child to Own WHAT They Are Learning

### Parents and Caregivers

#### Supporting Your Child in Owning WHAT They Are Learning

Before your child begins working, talk to them about the assignment. Use these questions to support their ownership of what they are learning. If needed, use the sentence frames to prompt your child's answers that show they are owning what they are learning.

Own It! Ask...	Listen for...
• What content are you learning in this assignment?	• I am learning about _____ (content or topic) _____
• What skill are you learning in this assignment?	• I am learning how to _____ (skill) _____
• How will I know I have learned what I am supposed to learn?	• I will know I have learned it when... _____
• Why are you learning this?	• I am learning this because... _____
• How will you use this learning in the future?	• I will use this in the future to... _____

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Supporting Student Ownership at Home: Support Your Child to Own WHAT They Are Learning

### Students

#### How to Own WHAT You Are Learning

True learning happens when I own my learning. Being able to answer these questions shows that I am owning what I am learning.

Own It! Ask...	Say...
• What am I learning in this assignment?	• I am learning about _____ (content or topic) _____
• How will I know that I have learned what I am supposed to learn?	• I am learning how to _____ (skill) _____
• Why am I learning this?	• I will know I have learned it when... _____
• How will I use this learning in the future?	• I am learning this because... _____
	• I will use this in the future to... _____

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# Customized Resources

## SKILL 1

### **Support Your Child to Own WHAT They Are Learning**

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## DESTREZA 1

### **Apoye a Su Hijo de Ser Dueño de LO QUE Aprende**

Las investigaciones muestran que los estudiantes están más motivados y tienen más éxito cuando saben y pueden expresar lo que están aprendiendo, cómo sabrán que lo han aprendido y por qué es importante.

En otras palabras, su hijo está reconociendo lo que está aprendiendo cuando puede responder a estas preguntas. Su función es ayudar a su hijo a encontrar las respuestas.

El guía de **¡Se Dueño!** en las páginas siguientes le ayudarán a apoyar a su hijo ser dueño de lo que están aprendiendo.

- ▶ ¿Qué estoy aprendiendo en esta tarea?
- ▶ ¿Cómo sabré que he aprendido lo que se supone que debo aprender?
- ▶ ¿Por qué estoy aprendiendo esto?
- ▶ ¿Cómo usaré este aprendizaje en el futuro?

#### **Guía de Destreza 1 ¡Se Dueño!:**

Guía para Padres y Cuidadores en Inglés .....	16
Guía del Estudiante en Inglés .....	17
Guía para Padres y Cuidadores en Español .....	18
Guía del Estudiante en Español .....	19



# Customized Resources

## Parents and Caregivers

SKILL  
1

### Supporting Your Child in **Owning WHAT They Are Learning**

Before your child begins working, talk to them about the assignment. Use these questions to support their ownership of what they are learning. If needed, use the sentence frames to prompt your child's answers that show they are owning what they are learning.

Own It!	Ask...	Listen for...
	• What content are you learning in this assignment?	• I am learning about _____ (content or topic) _____.
	• What skill are you learning in this assignment?	• I am learning how to _____ (skill) _____.
	• How will I know I have learned what I am supposed to learn?	• I will know I have learned it when...
	• Why are you learning this?	• I am learning this because...
	• How will you use this learning in the future?	• I will use this in the future to...

## Padres y Cuidadores

DESTREZA  
1

### Apoyando a Su Hijo **Poseer LO QUE Aprende**

Antes de que su hijo comience a trabajar, hable con él sobre la tarea. Utilice estas preguntas para apoyar la posesión de lo que están aprendiendo. Si es necesario, use los marcos de oraciones para impulsar las respuestas de su hijo que demuestren que son dueños de lo que están aprendiendo.

¿Se Dueño!	Pregunte...	Escuche por...
	• ¿Qué contenido estás aprendiendo en esta tarea?	• Estoy aprendiendo sobre (contenido o tema).
	• ¿Qué habilidad estás aprendiendo en esta tarea?	• Estoy aprendiendo a (habilidad).
	• ¿Cómo sabrás que has aprendido lo que se supone que debe aprender?	• Sabré que lo he aprendido cuando...
	• ¿Por qué estás aprendiendo esto?	• Estoy aprendiendo esto porque...
	• ¿Cómo se conecta este aprendizaje con en el futuro?	• Usaré esto cuando vuelva a clase para...



# Build Partnerships Between Homes and Schools

Families are a child's first and foremost support and key to educational success. Elevated Achievement's professional learning opportunities focus on how to empower parents and caregivers in cultivating their own home learning environments where students can continue to develop ownership of their learning. Our initial support and follow-up sessions will provide practical strategies to communicate and use in building a child's understanding of their role in the learning process—both at home and at school.

## \* Encouraging Academic Conversations

This session for parents and caregivers will provide practical strategies to build their child's understanding of their role in the learning process—both at home and at school—by encouraging academic conversations.

## \* Supporting Scholarly Behaviors

This session for parents and caregivers will provide practical strategies to develop their child's scholarly behaviors—both at school and at home.

## \* Encouraging Mathematical Thinking

This session for parents and caregivers will provide practical strategies to build and develop mathematical thinking in everyday activities.

## \* Building Literacy in Children Under Ten

This session is for parents and caregivers of children under ten years old and will provide practical strategies to build and develop listening, reading, and writing skills that will help their child both at school and at home..

## \* Building Literacy in Adolescents and Teenagers

This session is for parents and caregivers of adolescents and teenagers and will provide practical strategies to build and develop listening, reading, and writing skills that will help their child both at school and at home



Download this presentation at:



[www.elevatedachievement.com](http://www.elevatedachievement.com)



CONTACT US



## Presentation Archives

| Our Resources |

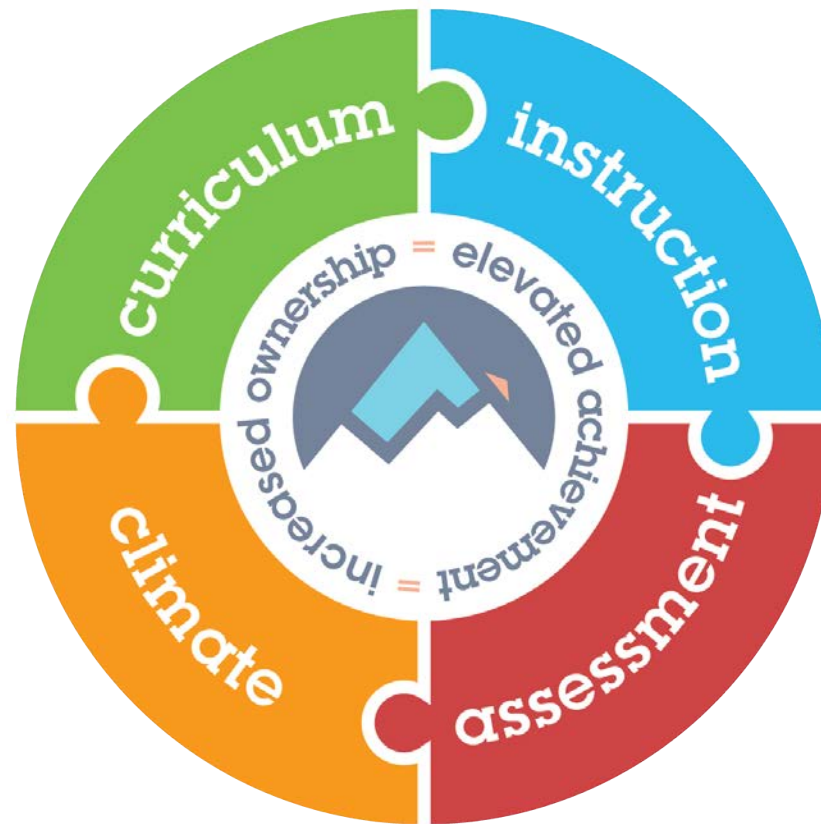
2020 conferences look a little different, but content is still the same. Download, watch, and learn with our presentations.



### Developing Student Ownership: How Students Can Become Life-Long Learners

December 10

**Elevated Achievement Group** in collaboration with **CSUSB GEAR UP** presents **Webinar 1** in the **DEVELOPING STUDENT OWNERSHIP WEBINAR SERIES**. The task of every educational institution is to ensure that all our students learn and become life-long learners. The most effective and efficient way for all our students to learn and become life-long learners is to develop student ownership. In this webinar, you will clarify the research on student ownership and explore the practical tools that empower students to build the skills they need to own their own learning. *Join us on December 10th at 11:00amPST.* | [Click here to register.](#)



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