developing STUDENT OWNERSHIP:

How Schools Can Help Students Become Life-Long Learners

Elevated Achievement Group in Collaboration with CSUSB GEAR UP
January 14, 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

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. And during this current pandemic we need to discover ways to staunch the adverse impact on our most vulnerable students. We can do this by developing student ownership is all students.

In this webinar, you will learn equity-focused strategies that support all students in achieving academically as they increase their role in owning their own learning. You will also clarify the research on student ownership and explore the practical tools that support your schools—both teachers and administrators— as they help their students to begin to own their learning while answering the following questions:

- What is student ownership and why is it imperative?

- How can teachers develop student ownership?

- How can you and your staff support schools to develop student ownership?

- How can we help you and your staff support schools 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.
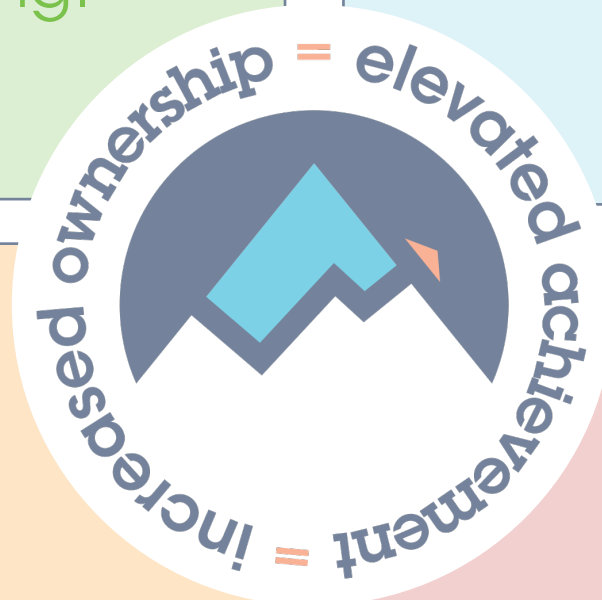
INSTRUCTION
The learner must **engage** with the learning.

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

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

increased ownership = elevated achievement = increased ownership

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

increased ownership = elevated achievement = increased ownership

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

increased ownership = elevated achievement =

How can teachers 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."

Strategic Learning Practices in Curriculum

All student learning is driven by a standards-based **curriculum** with measurable and achievable outcomes.

Each and every student is supported by…

1. Relevant standards with measurable and achievable outcomes that are accessible and that drive all learning.

2. Units and lessons that provide an integrated approach and that support conceptual redundancy of the learning outcomes.

3. Access to curriculum materials that match the content and rigor of the learning outcomes.

increased ownership = elevated achievement =

Strategic Learning Practices in Instruction

All student learning is driven by highly engaging, effective, and efficient **instruction.**

Each and every student is supported by…

1. Opportunities for meaningful engagement using structured student-to-student communication.

2. Opportunities for meaningful engagement using effective instructional strategies.

3. Opportunities for meaningful engagement in which instructional time is used efficiently.

Strategic Learning Practices in Assessment

All student learning is driven by regular **assessment** that guides instructional decision-making.

Each and every student is supported by…

1. Data that is used to monitor current understanding and provide feedback.

2. Data that is used to monitor current understanding and adjust as needed.

3. Data that is used to differentiate based on predetermined student needs.

Strategic Learning Practices in Climate

All student learning is driven by a positive academic **climate.**

Each and every student is supported by…

1. A respectful academic environment that recognizes and promotes scholarly behaviors.

2. A cooperative academic environment that encourages risk taking.

3. A collaborative academic environment that enhances student productivity.

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

Focus on All Stakeholders

outreach programs
parents/caregivers
schools/districts
teachers
students
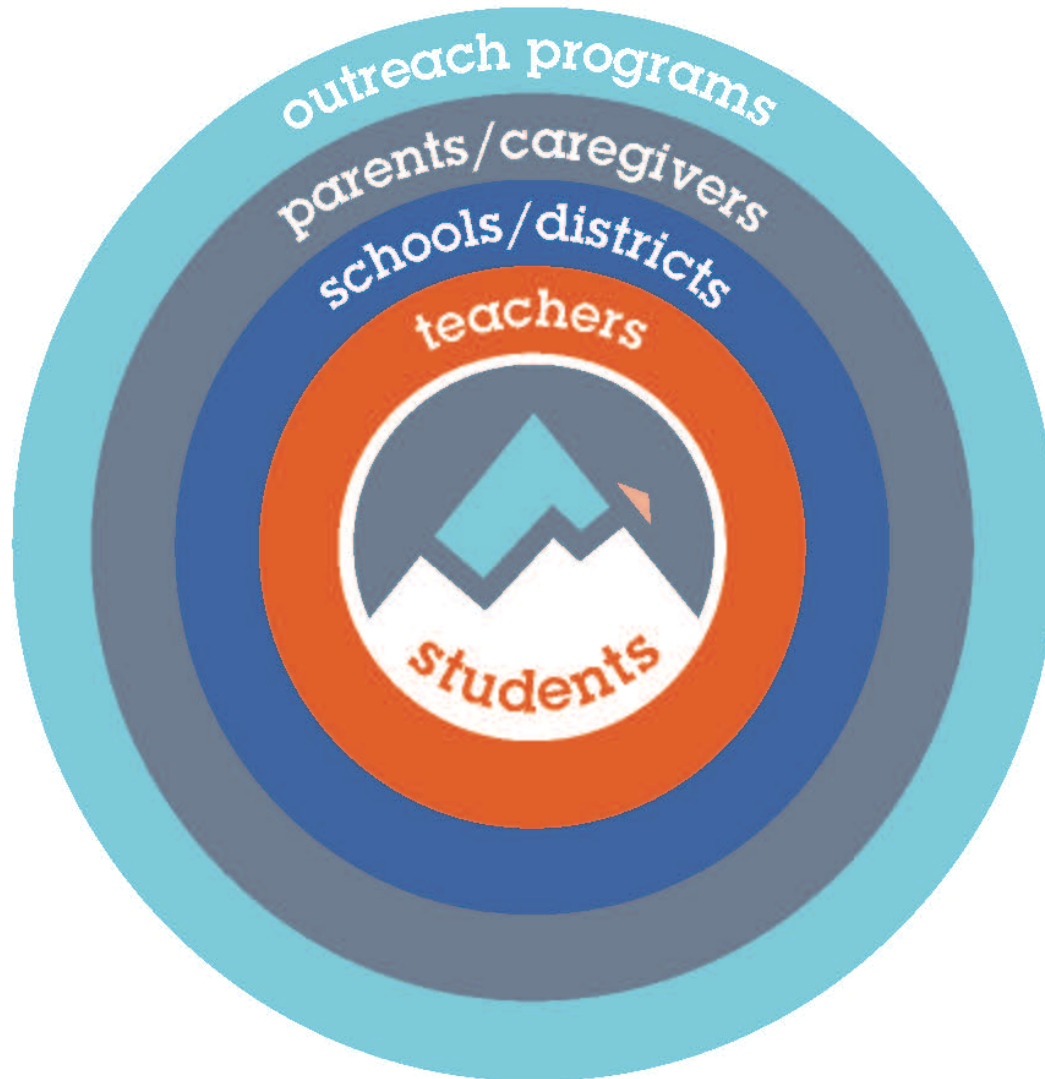
Build Engaging Learning Opportunities for Adults

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
LEARNING CONTEXT *Why is the learning important?*	
LEARNING OUTCOME *What will the participants learn?*	
LEARNING PROCESS *How will the participants learn it?*	
LEARNING DEMONSTRATION *How will the participants know that they have learned it?*	
LEARNING APPLICATION *How will the participants continue to use what they learned?*	

What the Parent/Caregivers Need to Know

Participants are supported by sessions that let them own the phases of learning.

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

develop STUDENT OWNERSHIP through . . .
Strategic Learning Practices
Agenda

LEARNING CONTEXT	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 take ownership of their learning. In other words, students must have the authority, capacity, and responsibility to own their learning. It is incumbent upon educators to provide students with the supports needed to own their learning on a daily basis. Research shows that increasing ownership elevates academic achievement.
LEARNING OUTCOME	Participants will analyze and reflect upon the Strategic Learning Practices in curriculum, instruction, assessment, and climate that increase student ownership. Participants will consider current practices as they determine next steps for continued support to develop student ownership.
LEARNING PROCESS	**CONTENT**	**STRATEGIES**

LEARNING PROCESS

CONTENT

- Define Student Ownership
- Develop Student Ownership
  - Curriculum
  - Instruction
  - Assessment
  - Climate
- Determine Next Steps for Developing Student Ownership

STRATEGIES

- Structured Communication
- Academic Vocabulary Development
- Close Reading
- Gradual Release of Responsibility
- Routines
- Reflection and Metacognition

LEARNING DEMONSTRATION	Participants will determine next steps for continued support to develop student ownership.
LEARNING APPLICATION	Participants will implement next steps for continued support to develop student ownership.

How can we help you and your staff support schools to develop student ownership?

Our Books

Developing STUDENT OWNERSHIP

Supporting Students to Own Their Learning Through the Use of Strategic Learning Practices

ROBERT CROWE AND JANE KENNEDY

Developing INSTRUCTIONAL LEADERSHIP

Creating a Culture of Ownership through the Use of Strategic Learning Practices

ROBERT CROWE AND JANE KENNEDY

develop STUDENT OWNERSHIP through…

An Academic Climate Review for Lincoln Heights High School
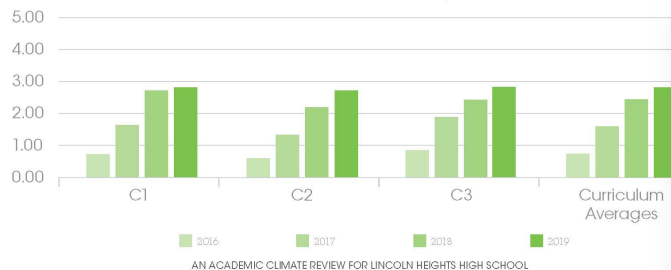
Springfield School District
Annual Study 2016–2019

Monitoring Implementation

2016–2019 Comparative Averages: Curriculum

Data represents a comparison of the average scores across four years.

Comparative Averages: Curriculum	2016	2017	2018	2019
C1: Each and every student is supported by relevant standards with measurable and achievable outcomes that are accessible and drive all learning.	0.73	1.66	2.72	2.81
C2: Each and every student is supported by units and lessons that provide an integrated approach and that support conceptual redundancy of the learning outcomes.	0.60	1.33	2.13	2.70
C3: Each and every student is supported by access to curriculum materials that match the content and rigor of the learning outcomes.	0.85	1.89	2.38	2.83
Curriculum Averages	**0.73**	**1.63**	**2.41**	**2.78**

2016–2019 Comparative Averages: Curriculum

Findings: Curriculum Data Summary

After an analysis of the Academic Climate Review data for Curriculum, the following patterns and trends have been identified.

- There was an increase in all three practices for Curriculum.

- There was a marked increase in the number of classrooms supporting students at the highest levels with accessible standards and measurable outcomes that drive student learning. In 2016, there were only 3 classrooms scored at levels 4 or 5. There was only a slight gain in 2017 with 4 classrooms scoring at levels 4 or 5. By 2018, the number increased to 13. This year showed marked improvements with 37 classrooms supporting students at the levels of 4 or 5. When students were questioned about what they were learning, how they would learn it, and how they would demonstrate they learned it, over 50% of the classrooms had students that were able to articulate answers to these questions.

- This continued trend of an increase in the level of accessibility to measurable standards-driven outcomes contributed to a continued increase in an integrated approach to learning and conceptual redundancy. The clarity of learning outcomes appears to have strengthened the planning necessary to allow for integration, redundancy, and aligned curriculum materials.

- While there are an increased number of classrooms supporting students at a higher level in curriculum, there are still a good percentage of classrooms that are not. The data shows patterns and trends of positive changes in many classrooms but a stagnation of little to no change in others.

Monitoring Implementation

Trends and Projections

During the time period from November 2016 to November 2019, Lincoln Heights High School has had a continued and clear focus on Curriculum. Each year they have provided additional and varied supports to teachers to ensure a continued emphasis on focused, standards-based learning outcomes. Thus, it is no surprise that the school has seen its greatest improvements in the area of Curriculum with an overall average gain of 2.05 from 2016 to 2019. And, because of the integration between Curriculum, Instruction, Assessment, and Climate, and their school focus on these components, we have found two growing trends for each of the other three components as well.

Trends in Overall Averages

|	2016	2017	2018	2019	Change from 2016–2019
Curriculum	0.73	1.63	2.41	2.78	+ 2.05
Instruction	0.32	0.98	1.58	1.86	+ 1.54
Assessment	0.23	0.54	1.24	1.27	+ 1.04
Climate	0.58	0.93	1.41	2.17	+ 1.59

Since November 2016, there has been incremental increases each year in the component avearge with a significant difference between the overall averages from 2016 to 2019. Because the school has utilized the Academic Climate Review on a yearly basis, they have been able to track the growth across time, remained focused on key factors that have led to this growth, and address gaps in a consistent manner.

The following page illustrates the second trend and demonstrates that this consistent tracking of growth has led to a notable increase in the percentage of classrooms scoring at levels 4 and 5 from 2016 to 2019. Using this data to make projections, it is clear that if the school continues to utilize the Academic Climate Review to track growth across time, remain focused on key factors that have led to this growth, and address gaps in a consistent manner, the percentage of classrooms scoring at higher levels will continue to increase at an accelerated rate.

Trends in Levels 4 and 5 Support

	2016	2017	2018	2019
Curriculum	2%	6%	13%	30%
Instruction	1%	2%	4%	15%
Assessment	0%	1%	2%	5%
Climate	1%	2%	3%	19%

Projections in Levels 4 and 5 Support
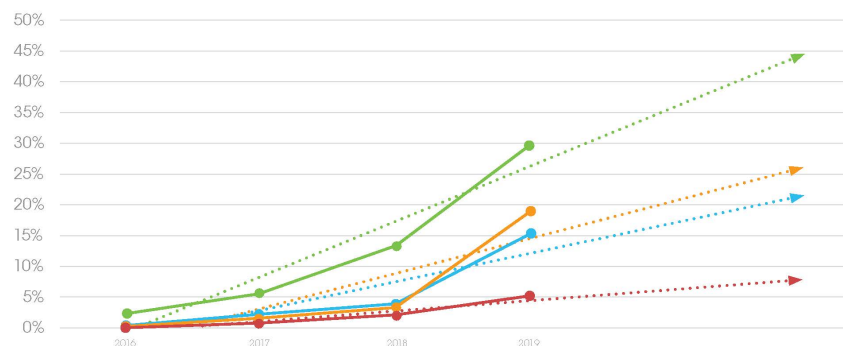
Monitoring Implementation

Recommended Next Steps

The ultimate goal is to ensure all students are supported at the highest level. With this goal in mind, Elevated Achievement Group has provided on the following recommendations that will not only meet the projected percentages but will support Lincoln Heights High School in surpassing them.

Curriculum

This work needs to focus on continuing to ensure that teachers have the knowledge and skills necessary to provide students with standards-based learning outcomes, and that instructional leaders have the skills necessary to monitor and support the work. There should be a continued expectation that all learners have access to the learning outcome and understand the value in knowing it. This work should be differentiated, allowing those teachers that are currently supporting students at a high-level to serve as mentors and models, while providing differentiated support for those teachers that continue to struggle.

Instruction

This work needs to focus on the planning and delivery of standards-based lessons using the most engaging, effective, and efficient instructional strategies. The selection of these strategies is based on student outcomes and student data.

Teachers will continue to acquire the knowledge and skills to:

- Implement a Learning Model that incorporates the elements of best, first instruction. These elements are meaningful structured student-to-student communication that builds directly to mastery of the learning outcome, research-based instructional strategies that are driven by the outcome and student data, and routines that support efficient use of time.
- Participate in a variety of supports that include in-classroom coaching, co-planning/co-teaching, demonstration lessons, observation and feedback sessions, and reflection opportunities.

Assessment

This work needs to focus on designing, building, and analyzing interim student achievement measures to evaluate the degree of student mastery of the standards. These measures will work in conjunction with the District Assessment Blueprint and the District Benchmarks.

Teachers will continue to acquire the knowledge and skills to:

- Implement a Learning Model that includes daily planned data checks of learning specific to the learning outcome.
- Participate in a variety of supports on formative assessment and feedback strategies that include in-classroom coaching, co-planning/co-teaching, demonstration lessons, observation and feedback sessions, and reflection opportunities.
- Analyze formative and summative assessment results to understand and replicate practices that garner academic gains, and to rectify practices that are not making significant gains.

Climate

This work should be differentiated as there is a hierarchy in the development of collaborative environments that provide a high-level of engagement and student ownership of learning.

Teachers will continue to acquire the knowledge and skills to:

- Develop respectful classrooms that allow for recognition of all students tied to learning outcomes.
- Develop strategies and routines that allow for cooperative environments that encourage academic risk taking.
- Plan and facilitate collaborative opportunities that lead to individual academic achievement.
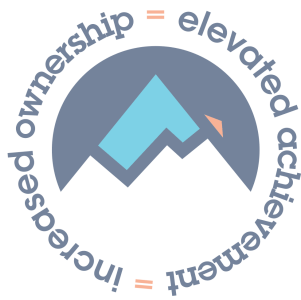
Evidence of Academic Growth

English Language Arts

	Percentage of students that met standard		Change from
	2015	2018	2015 to 2018
High School	31%	49.2%	+18.2%
District	41%	44%	+3%
State of California	56%	56%	No change

Mathematics

	Percentage of students that met standard		Change from
	2015	2018	2015 to 2018
High School	8%	22%	+14%
District	15%	17%	+2%
State of California	30%	31.4%	+1.4%

Download this presentation at:

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