

developing STUDENT OWNERSHIP...

Power Planning: Build Daily Lessons that Support Student Ownership for All Students

ASCD 2020

develop STUDENT OWNERSHIP through...

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Authentic, equitable, and sustainable learning is driven by outcome-based instruction that empowers student ownership, but it requires teachers to be purposeful decision-makers throughout planning and delivery. Learn how to build daily lessons that allow students to take ownership of their learning through research-based strategies that support students to own the context, outcome, process, demonstration, and application of their learning. Discover practical decision-making processes that offer more opportunities for academic growth and increased student achievement.

Presenters

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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.

Thus, student ownership is best defined as a mindset. Students with an ownership mindset know they have the authority, the capacity, and the responsibility to own their learning.”

Crowe and Kennedy, 2018



Think about your students – Can each and every student ...

...state what they are
learning and why?

...explain how they are
learning?

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

...willingly take
risks in their
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*.



The Learning Model for Supporting Student Ownership

The *Learning Model* for supporting student ownership helps answer the following questions.

- Why is the learning important?
- What will my students learn?
- How will my students learn it?
- How will my students show that they have learned it?
- How will my students continue to use what they learned?

What the Teacher Needs to Know

Students are supported by lessons that address the phases of learning.

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

What the Students Needs to Know

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

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

The Value of Planning

“Teaching is now defined as a constant stream of professional decisions made before, during, and after interactions with students; decisions which, when implemented, increase the probability of learning.

Consequently, it is important for teachers to consciously and deliberately identify the decisions needing to be made in each category and base their decisions on research validated knowledge.”

Hunter, 1982

Learning Context

Teacher: *Why is the learning important?*

Student: *Why am I learning this?*

The *Learning Context* makes connections to the real world and to the final prompt of the unit.

Questions to consider during planning:

- Why are they learning this?
- How will today's learning connect to previous and subsequent learning?
- How will you share the information with your students?

Learning Outcome

Teacher: *What will my students learn?*

Student: *What will I learn?*

The *Learning Outcome* uses the standards to develop the outcome of the lesson (what students will learn) and the demonstration of their learning (how students will show mastery).

Questions to consider during planning:

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

Learning Process

Teacher: *How will my students learn it?*

Student: *How will I learn this?*

The *Learning Process* determines which instructional strategy or methodology will most effectively and efficiently teach your current students the outcome of the lesson.

Questions to consider during planning:

- How will today's learning connect to subsequent learning?
- How will this strategy support the learning outcome?
- How will this strategy support the learning demonstration?
- How will you structure student-to-student communications?
- How will you address the differing needs of your students?
- How will you check for understanding?
- How will you share this information with your students?

Learning Demonstration

Teacher: *How will my students show that they have learned it?*

Student: *How will I show that I have learned it?*

The *Learning Demonstration* determines how students will show mastery of the outcome of the lesson.

Questions to consider during planning:

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

Learning Application

Teacher: *How will my students continue to use what they learned?*

Student: *How will I continue to use what I learned?*

The *Learning Application* makes connections to how students will use today's learning to produce a stronger final product and how they will use this learning in other classes and situations.

Questions to consider during planning:

- How will today's learning connect to subsequent learning?
- How will your students use this learning in the future?
- How will your students own this learning in the future?
- How will you share the information with your students?

Model Lesson: Grade 1 Mathematics

PHASE	ACTION
LEARNING CONTEXT	Next week, students will be sharing their math progress to their parent or guardian during the school's Family Fun Night. Students will be expected to explain a word problem using academic language, draw solutions, and share their thinking with their guests.
LEARNING OUTCOME	Students will solve word problems within 20 involving situations of <i>adding to</i> in order to solve three-word problems independently, draw their solutions, and explain their thinking to a partner.
LEARNING PROCESS	<p>Teacher will use the Gradual Release of Responsibility—</p> <ol style="list-style-type: none"> 1. Teacher will model how to draw solutions to help solve word problems within 20 involving situations of adding to. Students will watch. Students will then discuss with partners what the teacher did. Teacher will check for understanding. 2. Teacher will model again and the students will follow along doing exactly what the teacher does. Students will stop and discuss at each step of the process. Teacher will check for understanding. 3. Students will work in pairs drawing solutions to solve word problems. Students will share their thinking with each other. Teacher will check for understanding and affirm or redirect, as needed. 4. Partners will share their models and thinking with another pair. 5. Teacher clarifies class misconceptions, if needed. 6. Students solve three-word problems independently and choose one to explain their thinking to a partner.
LEARNING DEMONSTRATION	Students will solve three-word problems independently, draw their solutions, and explain their thinking to a partner.
LEARNING APPLICATION	Students will use their knowledge of solving addition problems using <i>adding to</i> in order to explain a problem, draw solutions, and share their thinking with their parent or guardian during Family Fun Night.

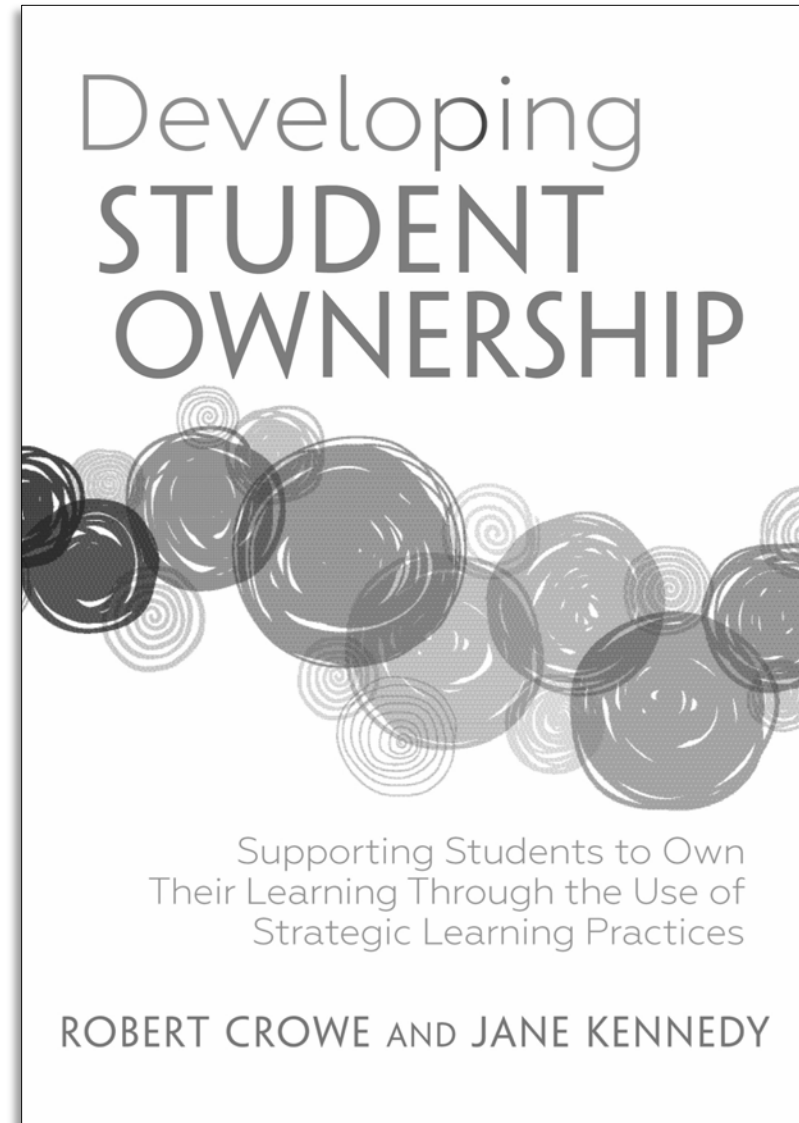
Model Lesson: High School World History

PHASE	ACTION
LEARNING CONTEXT	Students are writing an argument demonstrating their knowledge of actions and policies of the four strongest presidents of the USSR during the Cold War—Stalin, Khrushchev, Brezhnev, and Gorbachev. They will gather evidence from a variety of sources. They will use appropriate academic language in their notes and in their writing.
LEARNING OUTCOME	Students will cite textual evidence to support analysis of primary and secondary sources in order to accurately complete the Cornell Notes for the article, "Gorbachev and the United States."
LEARNING PROCESS	<p>Students will work in Reciprocal Teaching groups to question, clarify, summarize, and predict the information presented in the text.</p> <p>After each section is read, students will take notes, checking for accuracy and determining which information would be the best evidence for their argument essay.</p> <p>Students will continue reading the article in sections.</p> <p>The teacher will monitor the students' understanding of the text, the Reciprocal Teaching process, their note taking, or their collaboration skills.</p> <p>The teacher will offer feedback, as needed.</p>
LEARNING DEMONSTRATION	Accurately fill in their note-taking template (Cornell Notes).
LEARNING APPLICATION	Use their notes as a means to include the most relevant facts and details in their argument regarding the presidents of the USSR. Revise sentences to accurately reflect their thinking in their essay.

questions



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- We believe that we can support you in developing learner ownership and elevating achievement—of students, teachers, and administrators.
- We provide professional learning experiences that...
 - Promote a growth mindset.
 - Actively engage you in the learning rather than just participating.
 - Exemplify respect, cooperation, collaboration, and risk-taking
 - Ensure that developing ownership is at the center of all decision-making.
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1. What resonated with you?

2. Why is student ownership important to you?

3. What questions do you still have?

Name:

Position:

School:

District:

Email:

Phone:

