

developing STUDENT OWNERSHIP...

Support Students to Move Beyond Doing and Understanding to Owning Their Learning

California Association for the Gifted
58th Annual Conference — February 22, 2020

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Support Students to Move Beyond Doing and Understanding to Owning Their Learning

Students are not merely passengers in their education. They deserve to go beyond just *doing* or *understanding* school—they deserve to *own* their learning. This means giving students the authority, capacity, and responsibility to know what they are learning and why, explain how they learn best, articulate when they are learning and when they are struggling, and understand their role in any academic setting. Learn engaging and research-based strategic learning practices that develop student ownership.

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.”

Crowe and Kennedy, 2018

Moving Beyond Doing and Understanding

Many students progress through their education *doing* school, some begin *understanding* their learning, but most are unclear about how to *own* their learning.

Do

A student is *doing* school when they can state what the task is or recite what they are literally doing. This is a student who believes their role is to do classwork but not that their role is to learn.

Understand

A student is *understanding* their learning when they can state what they are doing and make connections to the information, facts, or topics addressed. Students tend to be focused on content acquisition or content knowledge.

Own

A student is *owning* their learning when they can clearly state not only what they are learning and why, but can also articulate how they learn best, can explain, with evidence, when they are learning and when they are struggling, can apply these skills in authentic settings, and can transfer these skills into future situations. In other words, students consistently manage their role in their learning, recognize why this is crucial, and utilize strong metacognitive skills.



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?

What Help Do They Need?

“Although these 'genius' students may be high achievers and performers, they still require a certain level of support and guidance from their teachers.

- **Gifted students are not necessarily gifted at everything**

Children can be gifted in one area and have a learning disability in another area. Giftedness may never be recognized, as it is masked by a learning disability which means teachers could not be giving these students the support they need.

- **Giftedness does not equal a high IQ**

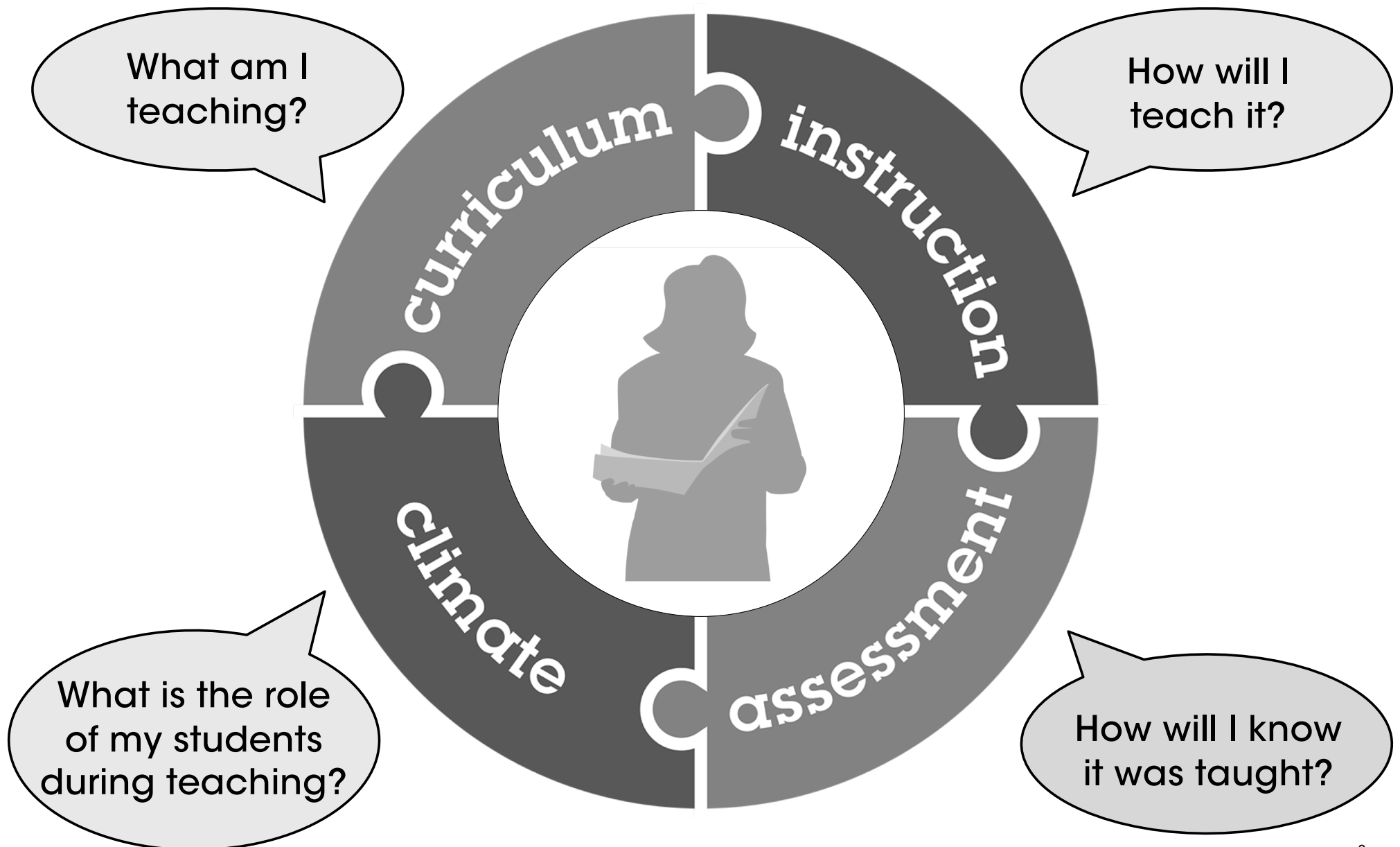
By following the assumption that giftedness equates to having a high IQ, teachers can be at the risk of dismissing gifted students.

- **Intelligence is not entirely innate and inherited**

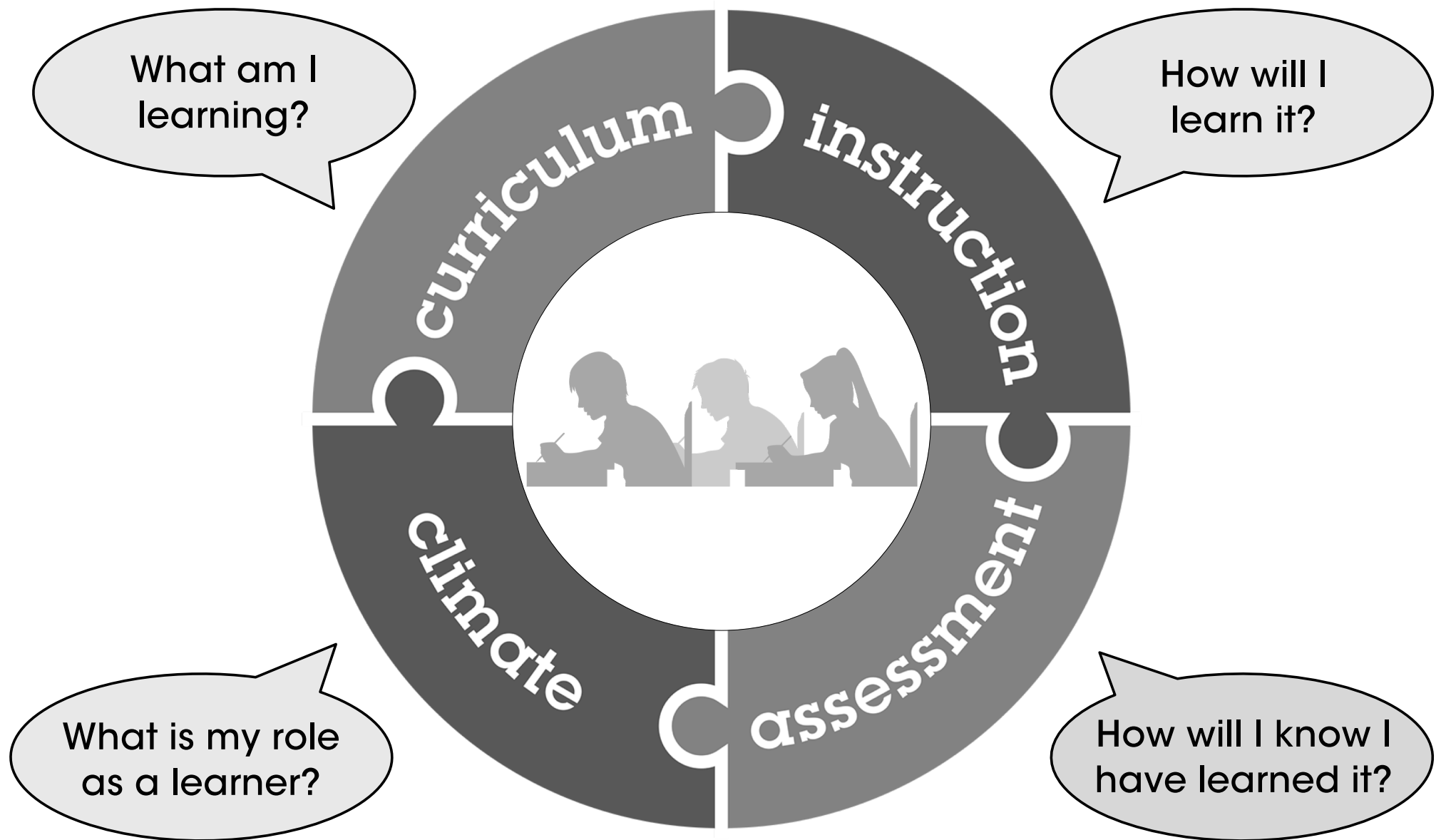
Teachers need to support students in reaching their full potential. By assuming their 'giftedness' is all innate may restrict their opportunities to grow.”

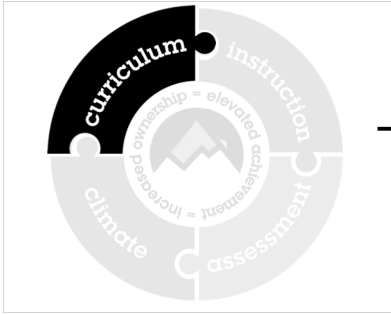
Emerald Publishing, 2020

A Framework for Teaching



A Framework for Learning





The Role of Curriculum

Students are supported to develop ownership when 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**.

Locke and Latham, 1990;
Marzano, 1998; Fendick, 1990

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

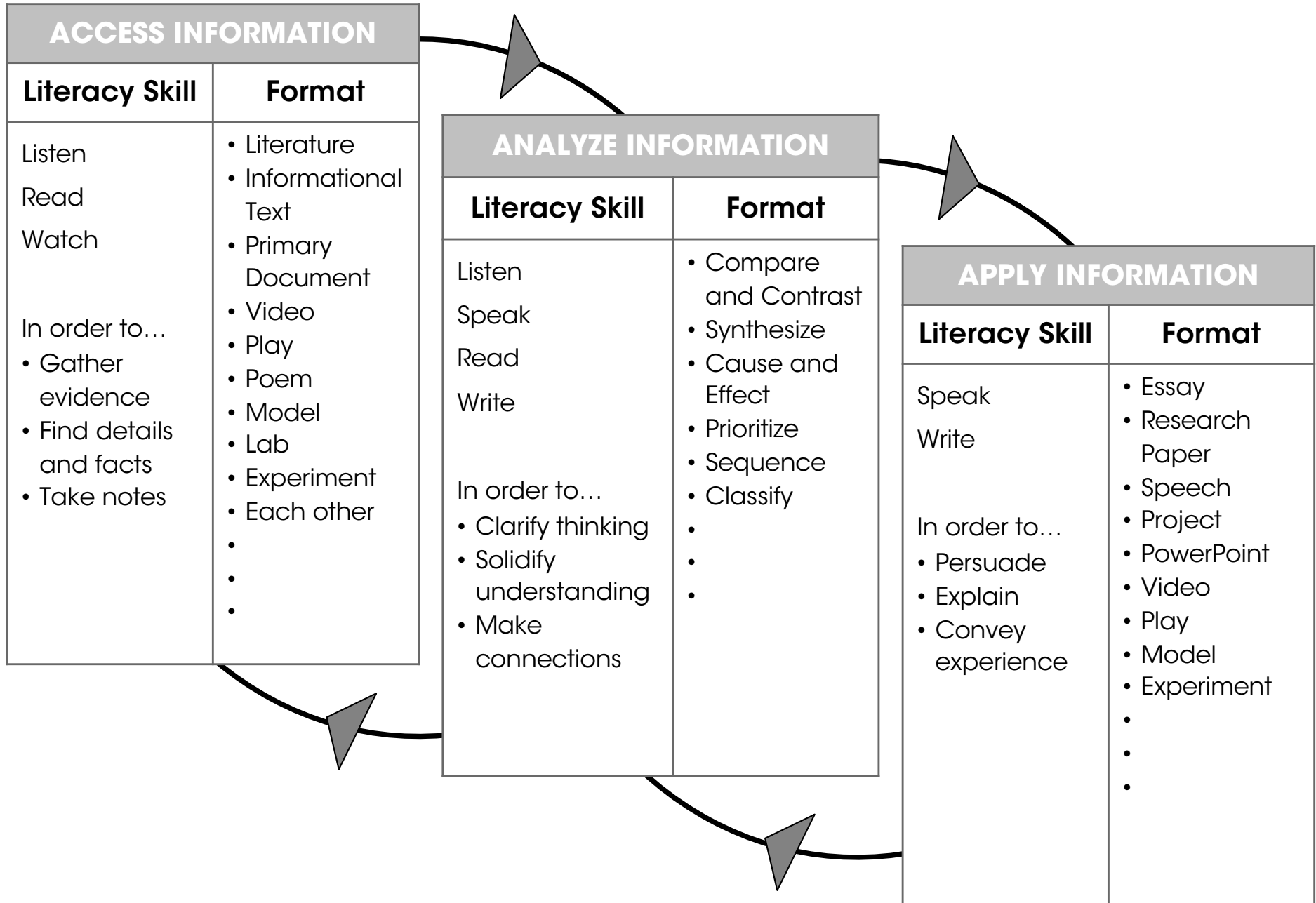
Walker, Greenwood, Hart,
and Carta, 1994; Nuthall, 2005

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

Dusek and Joseph, 1985

Access, Analyze, Apply

A framework for Curriculum Compacting and Acceleration





The Role of Instruction

Students are supported to develop ownership when 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.

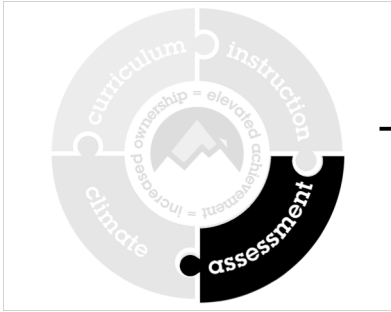
Duzinski, 1987;
Rosenshine and Meister, 1994

2 Opportunities for meaningful engagement using effective instructional strategies.

Marzano, 1998; Seidel and Shavelson, 2007; Swanson and Hoskyn, 1998; Fendick, 1990; Walker, Greenwood, Hart, and Carta, 1994

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

Kumar, 1991;
Datta and Narayanan, 1989



The Role of Assessment

Students are supported to develop ownership when 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.**

Hattie and Timperley, 2007;
Kulhavy, 1997; Kluger and DeNisi, 1996;
Samson, Strykowski, Weinstein, and
Walberg, 1987; Fendick, 1990

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

Fuchs and Fuchs, 1986

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

Swanson and Hoskyn, 1998;
Dunn, Griggs, Olson, Beasley,
and Gorman, 1995



The Role of Climate

Students are supported to develop ownership when 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**.

Cornelius-White, 2007; Haertel, Walberg, and Haertel, 1980

2 A **cooperative academic environment** that **encourages risk taking**.

Stevens and Slavin, 1990;
Huang, 1991

3 A **collaborative academic environment** that **enhances student productivity**.

Stevens and Slavin, 1990;
Marzano, 2000; Haertel, Walberg, and Haertel, 1980

The Role of the Student

“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.”

Hattie, 2011



Think about your classroom —
What would happen if
each and every student could ...

...state what they are
learning and why?

...explain how they are
learning?

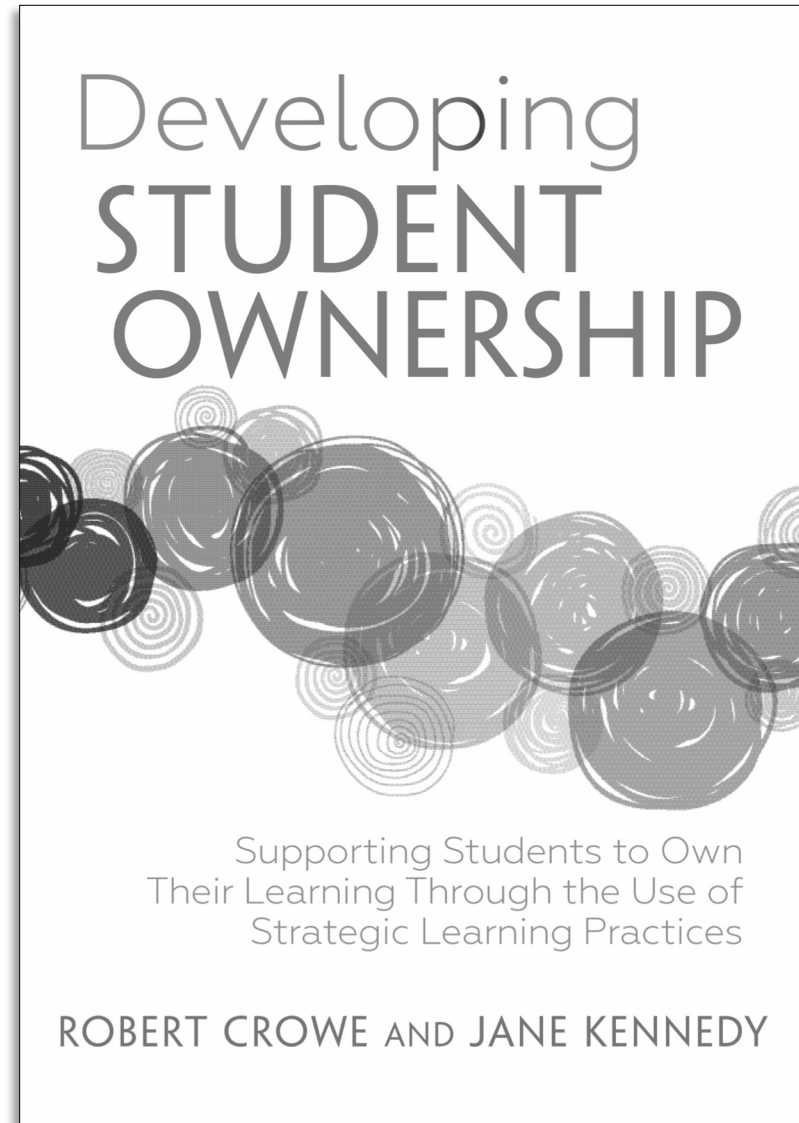
...say when they are
learning and when
they are struggling?

...willingly take
risks in their
learning?

questions



Support your students on
their journey to



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Why does Elevated Achievement Group exist?

We exist because we believe that in order for each and every learner to achieve at higher levels they must own their learning.

- 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.
- We believe that increased ownership leads to elevated achievement to such a degree that we put it in our name. We want to be part of a professional group of educators that elevates student achievement—for each and every student—at your school or district.

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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:

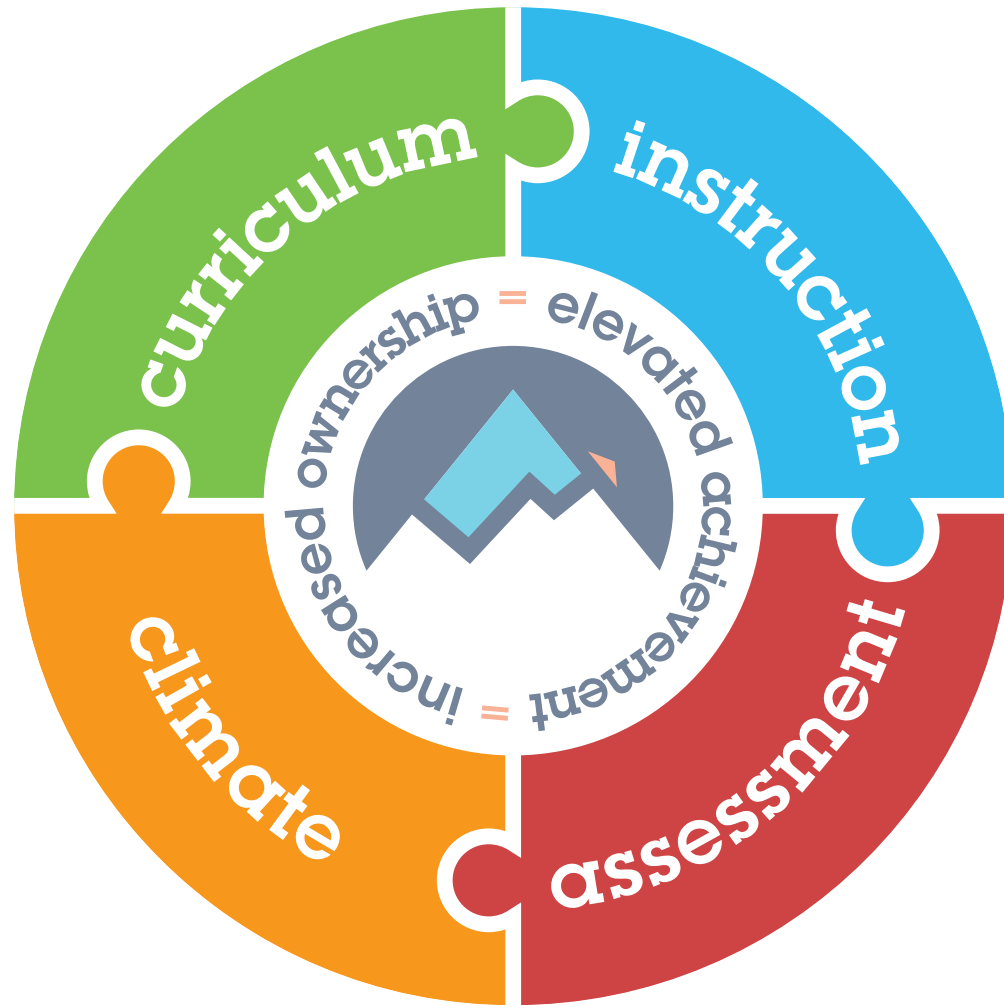
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