

developing STUDENT OWNERSHIP...

Power Planning: Build Lessons that Support Student Ownership of Learning

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

develop STUDENT OWNERSHIP through...

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Power Planning: Build Lessons that Support Student Ownership of Learning

Authentic learning is driven by student ownership. This means students have the authority, capacity, and responsibility to be the leaders in what they are learning and why. But this mindset 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.

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?

The Value of Focus

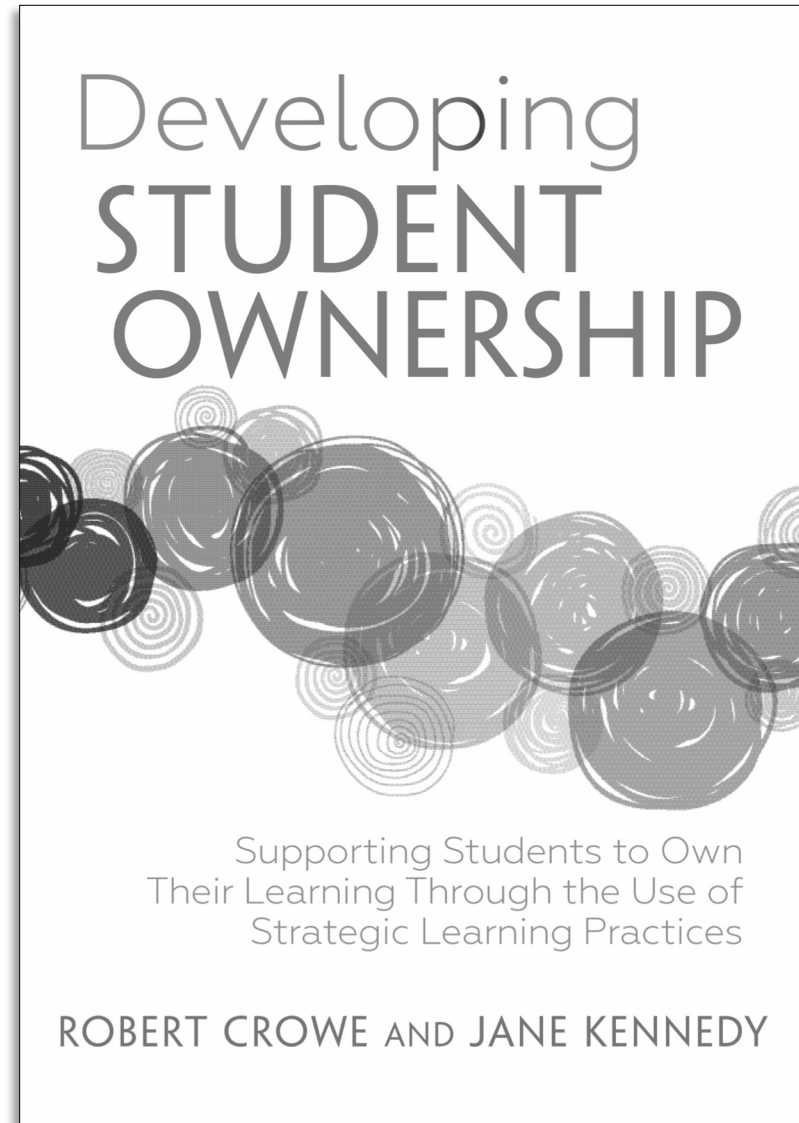
“The first question relates to goals—that is: ‘Where am I going?’ This means that teachers need to know, and communicate to students, the goals of the lesson—hence the importance of learning intentions and success criteria. What seems surprising is that many students cannot articulate the goals of the lesson: at best, their goals are performance-related: ‘finish the task,’ ‘make it neat,’ ‘include as many resources as possible.’ Rarely are the goals mastery-related: ‘understand the content,’ ‘master the skill.’
Targets can make a difference.”

Hattie, 2011

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.
- 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?

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