



Study Guide

Developing Student Ownership: Supporting Students to Own Their Learning through the Use of Strategic Learning Practices

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This study guide is arranged by chapter, enabling you to work your way through the entire book or to focus on the specific topics addressed in a particular chapter. Designed as a support for reflection and implementation of the Strategic Learning Practices presented by the authors of *Developing Student Ownership*, it is a useful companion piece for individuals, small groups, or an entire faculty.

As well as authors, Bob and Jane are the co-founders of Elevated Achievement Group, a professional learning company dedicated to helping educators develop student ownership at all grade levels and at all types of schools. They work directly with educators to facilitate professional learning opportunities that best support elevated achievement. Their work includes the development and delivery of professional learning support for clients as they begin identifying strengths and closing gaps in current practice using the Strategic Learning Practices discussed here. If you have any questions or want to discuss aspects of the book further, reach out to Bob and Jane at info@eagi.org.

Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.

Introduction

The Look and Sound of Student Ownership

1. How does the book define student ownership?

2. What are your thoughts regarding this definition?

3. Why does student ownership matter?

3. Chapters 1–4 focus on those practices in **curriculum, instruction, assessment,** and **climate** that increase the opportunities for student ownership. Share what you hope to learn in each chapter.

- Curriculum —

- Instruction —

- Assessment —

- Climate —

1 Curriculum

Developing Students to Own What They Are Learning

1. How does the book define curriculum? Does this align with your thinking?
2. According to the book, what does it look like and sound like when students own their part in curriculum?
3. What does student ownership of curriculum look like and sound like in your classroom? Reflect on your own practice. Use Tables 1.10, 1.11, and 1.12 to determine the strengths and gaps of your support. Are your students *doing, understanding, or owning?*

Put a Practice into Action

We invite you to use what you have learned in this chapter to implement one of the Strategic Learning Practices in your classroom. Choose one of the three practices described in this chapter and use the questions to guide implementation of that practice (pp. 20, 29, 38). Try it for a lesson, a week, or a unit. Then reflect again on the practice using Tables 1.10, 1.11, or 1.12. How are your students moving to ownership?

2 Instruction

Developing Students to Own How They Are Learning

1. How does the book define instruction? Does this align with your thinking?

2. According to the book, what does it look like and sound like when students own their part in instruction?

3. What does student ownership of instruction look like and sound like in your classroom? Reflect on your own practice. Use Tables 2.9, 2.10, and 2.11 to determine the strengths and gaps of your support. Are your students *doing, understanding, or owning?*

Put a Practice into Action

We invite you to use what you have learned in this chapter to implement one of the Strategic Learning Practices in your classroom. Choose one of the three practices described in this chapter and use the questions to guide implementation of that practice (pp. 56, 66, 75). Try it for a lesson, a week, or a unit. Then reflect again on the practice using Tables 2.9, 2.10, and 2.11. How are your students moving to ownership?

3 Assessment

Developing Students to How Well They Are Learning

1. How does the book define assessment? Does this align with your thinking?

2. According to the book, what does it look like and sound like when students own their part in assessment?

3. What does student ownership of assessment look like and sound like in your classroom? Reflect on your own practice. Use Tables 3.9, 3.10, and 3.11 to determine the strengths and gaps of your support. Are your students *doing, understanding, or owning*?

Put a Practice into Action

We invite you to use what you have learned in this chapter to implement one of the Strategic Learning Practices in your classroom. Choose one of the three practices described in this chapter and use the questions to guide implementation of that practice (pp. 94, 102, 110). Try it for a lesson, a week, or a unit. Then reflect again on the practice using Tables 3.9, 3.10, and 3.11. How are your students moving to ownership?

Conclusion

Motivating Students to Own Their Learning

1. Why should the Strategic Learning Practices be integrated?

2. As you have begun to focus on student ownership and to implement the practices, what have you discovered?

Integrate the Practices

We invite you to use what you have learned in this book to integrate the Strategic Learning Practices in your own classroom.

- Think about the “Questions for Students” found on page 160. How do you want your students to answer these questions? As you continue to implement and integrate the Strategic Learning Practices in your classroom, how do your students’ answers change? Are they developing ownership?
- Then consider the “Questions for Teachers” found on page 161. How would you explain these decisions to a colleague?