

STUDY GUIDE

SESSION 1: SHIFTING OUR LANGUAGE AND EXPECTATIONS TO STUDENT OWNERSHIP

Before the Session: Morning Team/Planning Time

Before beginning Session 1, as a team or on your own, **read the session objectives and reflect on the five questions on this page.** Record any initial thoughts or ideas that come to mind directly on this study guide. Once the session begins, use **your** recorded thoughts as a starting point to deepen your understanding.

Session Objectives:

Participants will:

1. Articulate how student ownership is a difference maker in maximizing student outcomes
2. Examine how levels of student engagement impact a student's role in the classroom and plan for how to transition from engagement to ownership
3. Examine the content knowledge look-for tools and apply them to your context to identify opportunities to build student ownership

1. What will I be learning in this session?

2. Why am I learning about this?

3. How do I define "student engagement" vs. "student ownership"?

4. When I visualize "student engagement" in a classroom, what do I see?

5. When I visualize "student ownership" in a classroom, what do I see?

Learning Check In

Student Ownership Questions	My Learning “Check In” Responses
What am I learning?	
Why am I learning it?	
What strategies are supporting my learning today?	
How (when) might I need to use these strategies in my future learning?	
How will I know if/when I learned what was intended?	

During the session, think about your role as a learner in this session and how you are moving from “doing” to “understanding” to “owning” your learning. Respond to these questions:

What might I need to get to the ownership level of learning?

What goal or intention can I make that will help me be responsible for owning my learning?

At the end of the session, review your notes in the above table and respond to these questions:

How did an explicit focus on these student ownership questions impact my learning?

How can I ensure that my teachers own their professional learning?

How can I transfer the idea of “ownership of learning” to students in my building?

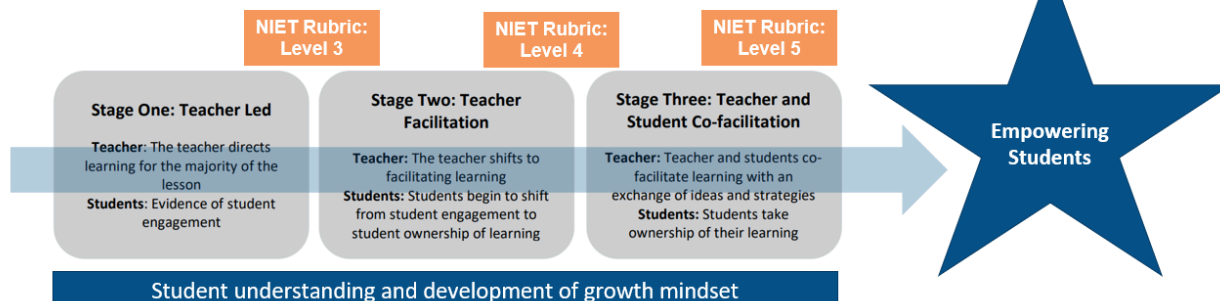
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NIET Teaching and Learning Rubric Shifts:

- Language is more student-centered
- Student work is incorporated
- Shifts in level 5 to show students leading the learning

Student Engagement vs. Student Ownership

When you visualize “student engagement” in a classroom, what do you see?	When you visualize “student ownership” in a classroom, what do you see?

Shifting to Student Ownership**Student understanding and development of growth mindset**

At NIET, **Student Ownership** is defined as the stage when students can articulate:

- what they are learning
- why they are learning
- strategies that support their learning
- how they will use these strategies in the future
- If they learned what was intended

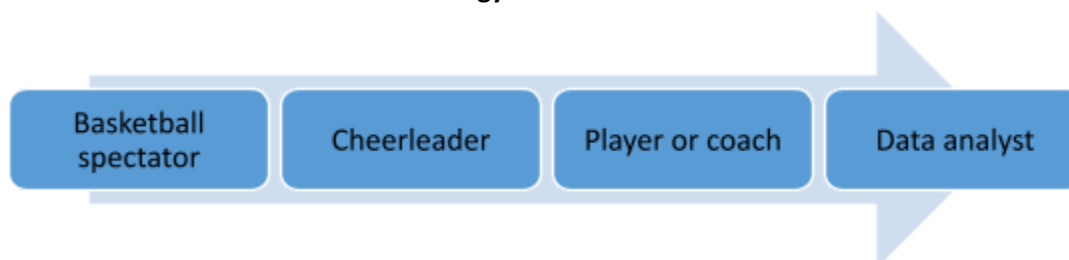
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Think of the students with whom you work.

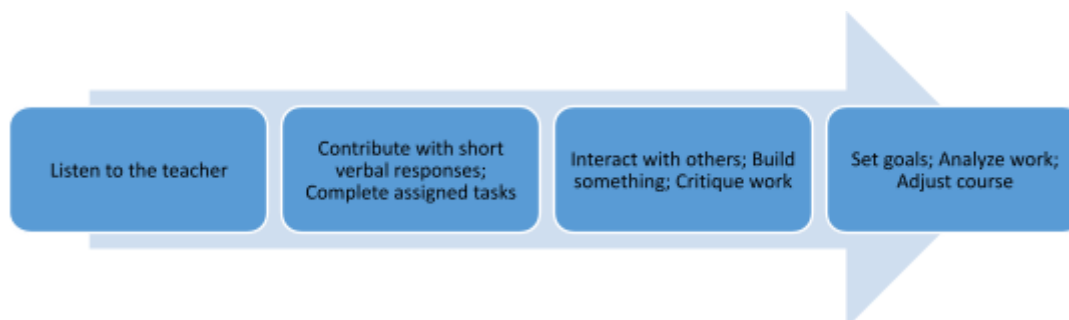
- Where are the students in your classroom/your school in their ownership of their learning?
- How does student ownership empower students?

Scenario Activity

Scenario 1: The Basketball Game Analogy



Scenario 2: The Student's Role in the Classroom



Reflection Question:

How does understanding the learning progression to student ownership impact your work with supporting student learning?

Virtual Field Trip

Gather evidence with the ownership questions in mind.

Student Ownership Questions	Evidence
What am I learning?	
Why am I learning it?	
How am I learning it (strategies)?	
How will I know if/when I am successful?	

Breakout Room Discussion - Video Reflection

1. Share what you heard the student say as evidence of the above student ownership questions. As you hear new ideas, add them to your table above.
2. **Discuss these questions and add answers in the space below:**
 - What intentional teacher actions have been leveraged to ensure success in this conversation with the student?
 - What impact are these actions having on the progression toward student ownership?

Breakout Room Discussion - Student Actions of Teacher Content Knowledge

1. Assign roles and responsibilities.
 - a. Time Keeper – provide time updates as needed
 - b. Task Manager – keep the conversation focused on the task
 - c. Evidence Evaluator – make sure student actions are provided for each example of evidence
 - d. Action Analyzer – make sure student actions align with the examples of evidence
2. Analyze the Math TCK Look-For Tool, Descriptor 2, “Focus in Math” section by completing the table below.

Look-fors: Examples of evidence	Examples of student actions
Majority of lesson focused on the depth required by the standard.	
Teacher clearly explains larger conceptual meaning preceding a focus on procedures.	
Teacher guides practice to ensure student ownership of learning.	
Teacher shows how math concept is applied when using a variety of examples.	

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To Continue After the Session: Afternoon Team/Planning Time

As you gather as a team or reflect on your own after the session, think about these questions and the responses you had during the session. How can you use what you have learned and carry it forward to improve teaching and learning at your school or in your district?

Reflection Questions - Add responses during the session and discuss as a team during afternoon Team Time.

1. What does this mean for our teacher collaboration efforts?
2. What does this mean for the work of leadership teams?
3. How does this change our coaching practices?
4. How does this change instruction? Instructional strategies?
5. How does this change the classroom environment?

What are your next steps for helping others in your building develop a deeper understanding of student ownership of learning?

2021 Learning Acceleration Resources



What Is the Difference Between Student Engagement and Student Ownership?

Student engagement and student ownership are terms that are often used interchangeably in education. While both are critical to learning acceleration efforts, student engagement is a lower-level goal and is not our highest learning destination. Our goal is to reach student ownership.

Student engagement reflects what students are “doing” and “understanding” about their learning. Student ownership takes that learning a step further. When students own their learning, they know how to apply what they are learning in different contexts and take responsibility for their progress and success. If students don’t own their learning, accelerating their learning will prove more difficult. So, what does “student ownership” look like?

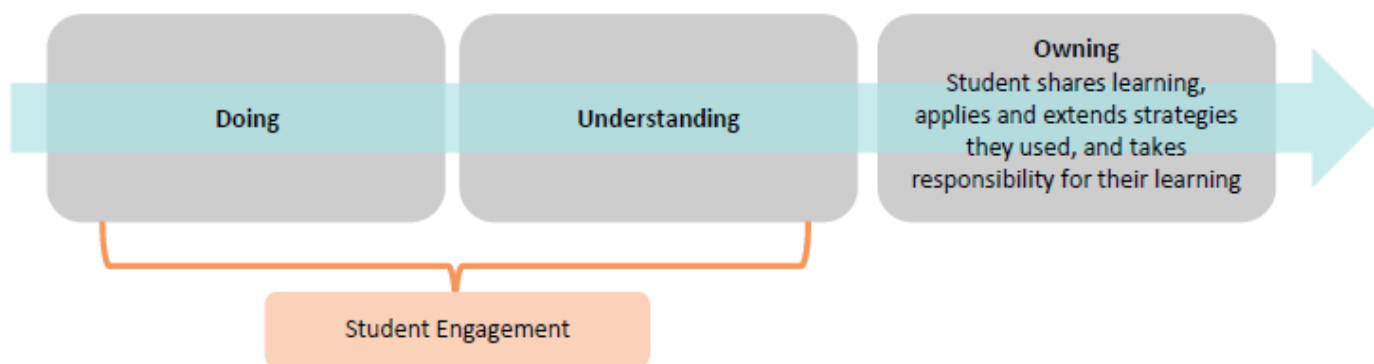
Defining Student Ownership

Student ownership is evident when students can articulate what they are learning, why they are learning, strategies that support their learning, and how they will use these strategies in the future. The table below outlines what students are doing at each part of the progression from doing to owning.

Student learning phase	What could this look and sound like?
Students doing: Students are working on the activity	A student is doing when they can state how they would complete the task in front of them and then act accordingly. They are engaged but not necessarily learning.
Students understanding: Students are engaging in thinking and learning	A student is understanding when they can explain what they are engaged in and why; therefore, we see and hear a shift to being engaged in their learning.
Students owning: Students are accurately sharing their learning and the strategies they can use and apply while taking responsibility for outcomes	A student is owning what and how they are learning when they can articulate the strategy they are currently using to learn, how this strategy supports their learning, and how they will use this strategy in the future.

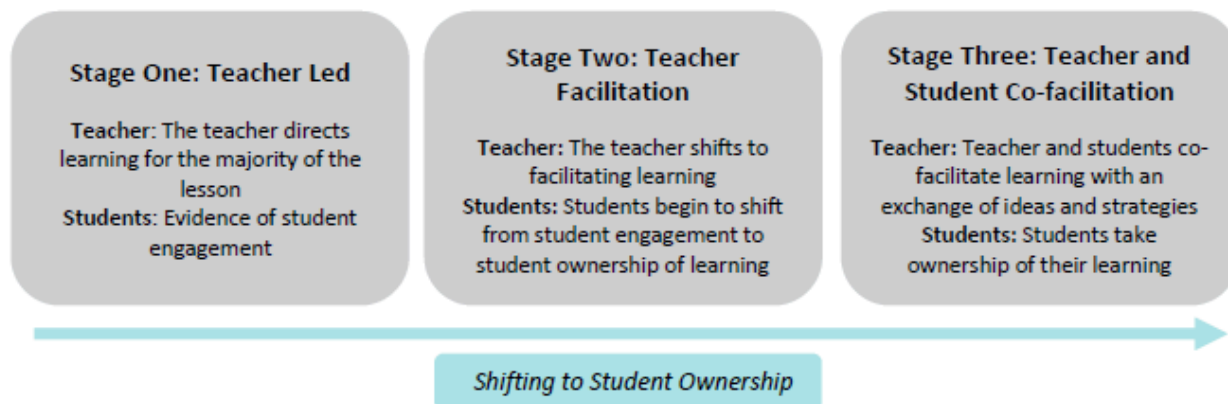
Progressing from Student Engagement to Student Ownership

Student engagement is exemplified through doing and understanding. Student ownership is when teachers and students co-facilitate the learning. When students are owning their learning, they are doing more than just engaging: **They are actively taking a role in leading their learning.** When this happens, the teacher serves more as a guide for students to take them further.



How Teachers Foster Student Ownership

What are the teacher actions that shift students from doing to owning their learning? Student ownership begins when the teacher examines the standards and content, including their curriculum, from the students' point of view. As students move from doing to owning their learning, the teacher also shifts from directing learning for the majority of the time to co-leading learning alongside students. In the graphic below, instruction moves from being teacher-led to joint ownership as students take on additional responsibility of the learning process. **This instructional shift also reflects a move from proficient to exemplary teaching where high-quality instruction is equated with fostering student ownership.**



Over the next several weeks, NIET will release more resources on what it looks like to put this shift into action. To stay posted on the latest resources to foster student ownership and connect to learning acceleration, please visit [our website](#).