

RBL Implementation Continuum¹ Strategies in Action - Playlist Student Agency

Pillar 3: Student Agency

Refers to the level of control, autonomy, and power that a student experiences in an educational situation. It can be manifested through goal setting and feedback cycles, input in assessment and instruction decisions and opportunities for advocacy.

Strategy Categories	What is it?	Specific Strategy Examples
Self Direction (Progress Ownership)	<i>Students set academic and non-academic goals, and track and reflect on their progress.</i>	<p>Goal Setting Sessions in Action</p> <ul style="list-style-type: none"> • Must Do → Researcher describes the potential of self regulation through a meaningful goal setting cycle for building student agency, motivation, and achievement. <i>Video</i> • Blog writer describes three ways to practice goal setting with pre-K through 2nd grade students. <i>Blog</i> • RBL Teacher at Cisco Elementary (Cisco ISD) holds a goal setting session with a 4th grade student which includes the following steps: <ul style="list-style-type: none"> ◦ Teacher reviews assessment results to help the student reflect on her strengths and identify areas for growth. <i>Video (1:13 min)</i> ◦ Teacher works with the student to set a SMART goal. <i>Video (4:19 min)</i> ◦ Teacher and student identify specific learning tasks to achieve the goal. Notice the teacher prompting the student to push for specificity. <i>Videos (1:44 min)</i> • Teacher (Virginia Beach Public Schools) explains a classroom-level approach to weekly goal setting that includes inviting students to share a goal with a partner. <i>Video (3:17 min)</i> • RBL Teachers and a student at Cisco Junior High (Cisco ISD) describe using an assessment tool to identify students' areas of strength and needs for improvement as part of goal setting cycles in their classes. <i>Video (2:26 min)</i> • RBL Teacher at Cisco Junior High (Cisco ISD) describes inviting students to reflect on whether or not they met a previous goal before setting a new SMART goal. <i>Video (2:00 min)</i> • RBL Principal and Academic Dean describe mentoring and goal setting at

¹ [The RBL Implementation Continuum](#) serves as the instructional framework for the Raising Blended Learners Initiative.

Shannon High School (Birdville ISD) and [students reflect](#) on their view of the process [Video 1 \(2:55 min\)](#); [Video 2 \(2:13 min\)](#)

Progress Tracking and Reflection

- **RBL** Kindergarten teacher at Highland Elementary (Tulia) describes students using [“I can statement” stickers](#) to track their progress mastering TEKS and make learning more transparent for parents. [Video \(1:49 min\)](#)
- Teachers at Lovett Elementary describe students [using progress tracker sheets](#) to set goals, track progress toward meeting goals, and reflect on whether they met goals. [Video \(3:31 min\)](#)
- **RBL** Fourth grade student at Cisco Elementary (Cisco) explains a classroom routine for [reflecting on his daily progress](#) in math. [Video \(1:06 min\)](#)
- **RBL** Fourth grade student at Cisco Elementary (Cisco ISD) [reflects on his areas of strength and need for improvement](#) on a recent assessment, and describes how it informs his SMART goal and the learning activities he pursues to improve. [Video \(2:56 min\)](#)
- **RBL** Fifth grade students at Cisco Elementary (Cisco ISD) reflect on how they [utilize progress data](#) to understand what they have mastered and need to next learn. [Video \(1:13 min\)](#)
- **RBL** Ninth grade student at Richland High School (Birdville ISD) describes [placing dots on a class-level chart](#) to illuminate areas for improvement on a recent CBA and explains using an individual data folder to work on mastery of different standards. [Video \(3:04 min\)](#)

Sample Data Trackers

- [Elementary data trackers](#)
- [Secondary data trackers](#)

<p>Opportunities for Input (Process Ownership)</p>	<p><i>Students make informed and important decisions about their learning process, including the selection of learning activities, and how and when they demonstrate mastery.</i></p>	<p>Early Childhood researcher (University of Texas) describes the importance of offering students frequent opportunities to make meaningful decisions about their learning and follow their interests and aspirations. She makes a connection between student agency and leadership skill development. Video (3:45 min)</p> <p>RBL Kindergarten student at Clear Lake Elementary (Clear CreekISD) explains using a tally sheet from her goal folder to help decide which learning stations to visit. Video (~1 min)</p> <p>RBL Third grade student at Clear Lake City Elementary (Clear Creek ISD) describes using his assessment data and learning goals to determine which activities to work on as he pursues TEK mastery. Video (2:25 min)</p> <p>RBL Students at Tippit Middle School (Georgetown ISD) utilize a learning management system to work at their own pace on “Must Do” and “Can Do” activities. Students also have access to a learning pathway document to track their progress. Image</p> <p>RBL Panel of ninth grade students at Haltom High School (Birdville ISD) describe flexibility to make decisions about their instructional experiences including options for demonstrating mastery and substituting assignments. Video (3:01 min)</p> <p>RBL Teacher at Richland High School (Birdville ISD) describes how the underlying structure and mutual trust in her classroom provide frequent opportunities for students to make decisions about what and how they learn. Video (~1:00 min)</p> <p>High school students (LPS Richmond) create their own instructional “to do” list based on their individual assessment results, reflection and learning goals from a pre-unit diagnostic. Video (3:00 min)</p>
<p>Self Advocacy</p>	<p><i>Students advocate for themselves within the classroom community and beyond.</i></p>	<p>Student-led Conferences in Action</p> <ul style="list-style-type: none"> • Must Do → Secondary student (University Park Campus School) demonstrates a student-led conference in this video narrated by a learning science researcher who explains that student-led conferences build self-advocacy skills. Students learn to ... “articulate their needs, make plans to improve, and own the goals they set for themselves.” Video (3:44 min) • Must Do → Kindergarten student (Delaware Ridge Elementary School) demonstrates a student-led parent conference to communicate her strengths and areas for improvement. The teacher explains the preparation process. Video (4:36 min) • K-8 Principal, teachers and students (Wildwood IB Magnet School) describe and show examples of student-led conferences aimed at providing students

		<p>an opportunity to “build a sense of relevance and connection to the curriculum...to each other and the teacher... and the broader community.” Video (5:05 min)</p> <ul style="list-style-type: none"> • Secondary students (Pittsfield Middle High School) are featured in Student-Led Conferences. Students, parents, teachers and the Superintendent describe the positive impacts of this approach for increasing ownership, engagement and self-advocacy skills. Video (13:00 minutes) <p>Opportunities and Impacts of Self Advocacy</p> <p>Teachers and students at CICS West Belden Elementary School describe the emergence of stronger self-advocacy skills resulting from students making meaningful academic and nonacademic choices based on their needs, interests and aspirations. Video (2:36 min) TLA</p> <p>RBL Teacher at Richland High School (Birdville ISD) describes positive impacts on learning when students have opportunities to make choices about learning tasks and demonstrating mastery based on their interests and aspirations. Video (2:44)</p> <p>High school Journalism and ELA teacher provides opportunities for students to self advocate within the classroom by offering choice of “newspaper roles” based on student interest, emphasizing peer feedback and teamwork, and allowing students to make important decisions about demonstrating mastery. Blog</p> <p>RBL Students across K-12 RBL blended classrooms describe the positive impacts of participating in classes which frequent opportunities for autonomy and meaningful choice, and consider students' interests and aspirations important to the learning process.Video (2:19 min)</p>
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