

developing STUDENT OWNERSHIP:

How Parents and Caregivers Can Help Their Children Become Life-Long Learners

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*We partner with
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*We partnered with Elevated
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exclusive services to the San
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District Class of 2020.*



What is student ownership and why is it imperative?



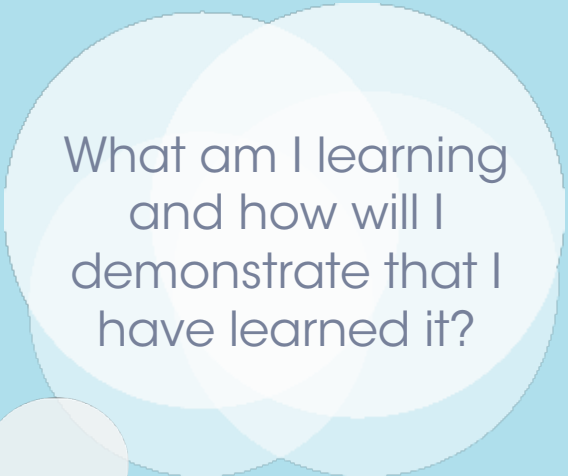
Why Is Student Ownership Imperative?

In 2001, John Hattie showed us that students who own their own learning are more motivated to learn, and those students who are more motivated to learn actually learn more:

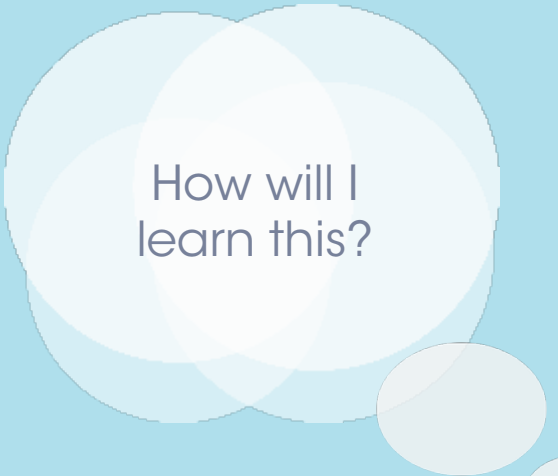
“It is the students themselves, in the end, not teachers, who decide what students will learn. Thus we must attend to what students are thinking, what their goals are, and why they would want to engage in learning what is offered in schools.”

The Look and Sound of Student Ownership

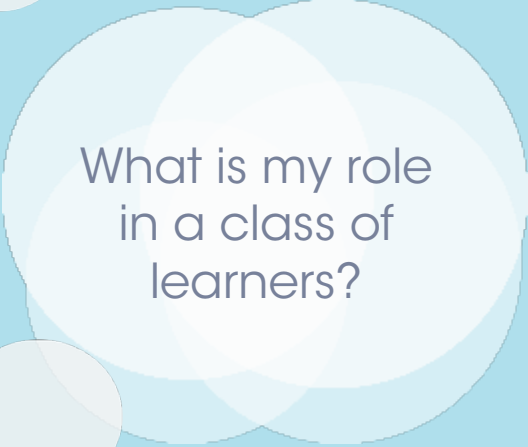
Think about your students. How would each and every one of your students answer the following questions?



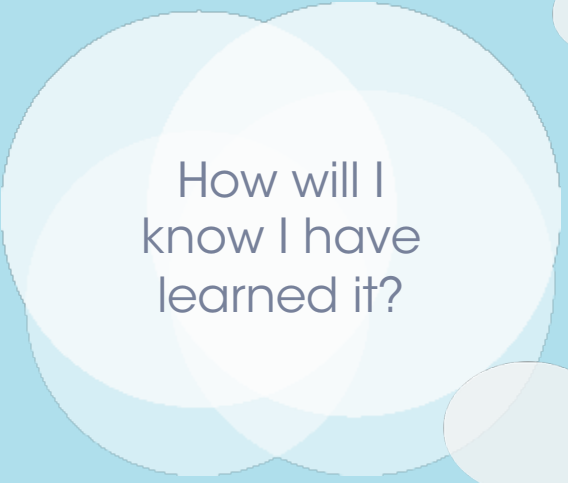
What am I learning
and how will I
demonstrate that I
have learned it?



How will I
learn this?



What is my role
in a class of
learners?



How will I
know I have
learned it?

What Is Student Ownership?

CURRICULUM

The learner **clarifies** the learning.

INSTRUCTION

The learner **engages** with the learning.

CLIMATE

The learner **connects** with fellow learners.

ASSESSMENT

The learner **monitors** the learning.



What Is Student Ownership in Curriculum?

The learner **clarifies** the learning.

They **clarify**...

- What they are learning
- What success looks and sounds like
- How the current learning connects to past and future learning
- Where you are in the process of learning (initial understanding, practicing, applying, transferring)
- What resources and materials are needed to learn



What Is Student Ownership in Instruction?

The learner **engages** with the learning.

They **engage with...**

- Other learners to share ideas
- Instructional strategies that build their metacognition
- Instructional strategies that ensure mastery of the learning
- With routines that ensure efficient use of time



What Is Student Ownership in Assessment?



The learner **monitors** with the learning.

They **monitor by...**

- Clarifying the success criteria of the learning
- Checking their own understanding during the process of learning
- Clarifying and articulating when they are learning and when they are struggling
- Adjusting their learning accordingly
- Adapting the learning process based on their specific needs

What Is Student Ownership in Climate?

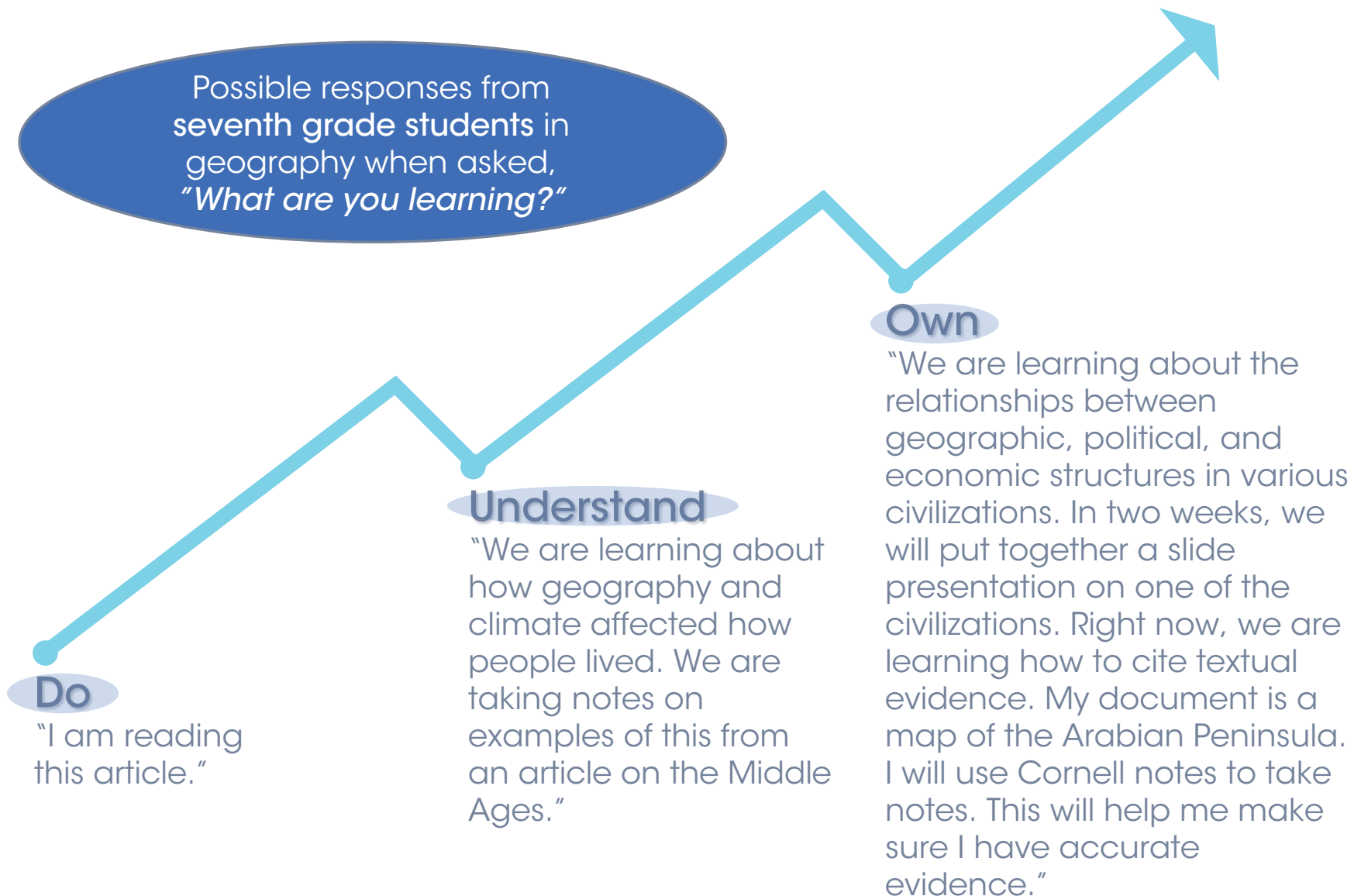


The learner **connects** with fellow learners.

They **connect with...**

- Other learners in the class in a respectful manner
- Their role as a learner—both in class and outside of class
- Other learners for support when taking academic risks
- Other learners in a cooperative way
- Other learners in a collaborative way

What Does Student Ownership Sound Like?





How can parents and
caregivers develop
student ownership?

Customized Resources

SKILL 1

Support Your Child to Own WHAT They Are Learning

Research shows that students are more motivated and successful when they know and can state what they are learning, how they will know they have learned it, and why it is important.

In other words, students are owning what they are learning when they can answer these questions. Your role is to help your child find the answers.

The **Own It!** guides on the following pages will help you support your child in owning what they are learning.

- ▶ What am I learning in this assignment?
- ▶ How will I know I have learned what I am supposed to learn?
- ▶ Why am I learning this?
- ▶ How will I use this learning in the future?

Skill 1 Own It! Guides:

Parents and Caregivers Guide in English	16
Student Guide in English	17
Parents and Caregivers Guide in Spanish	18
Student Guide in Spanish	19

DESTREZA 1

Apoye a Su Hijo de Ser Dueño de LO QUE Aprende

Las investigaciones muestran que los estudiantes están más motivados y tienen más éxito cuando saben y pueden expresar lo que están aprendiendo, cómo sabrán que lo han aprendido y por qué es importante.

En otras palabras, su hijo está reconociendo lo que está aprendiendo cuando puede responder a estas preguntas. Su función es ayudar a su hijo a encontrar las respuestas.

El guía de **¡Se Dueño!** en las páginas siguientes le ayudarán a apoyar a su hijo ser dueño de lo que están aprendiendo.

- ▶ ¿Qué estoy aprendiendo en esta tarea?
- ▶ ¿Cómo sabré que he aprendido lo que se supone que debo aprender?
- ▶ ¿Por qué estoy aprendiendo esto?
- ▶ ¿Cómo usaré este aprendizaje en el futuro?

Guía de Destreza 1 ¡Se Dueño!:

Guía para Padres y Cuidadores en Inglés	16
Guía del Estudiante en Inglés	17
Guía para Padres y Cuidadores en Español	18
Guía del Estudiante en Español	19

Customized Resources

Parents and Caregivers

SKILL
1

Supporting Your Child in **Owning WHAT They Are Learning**

Before your child begins working, talk to them about the assignment. Use these questions to support their ownership of what they are learning. If needed, use the sentence frames to prompt your child's answers that show they are owning what they are learning.

Own It!

Ask...

Listen for...

- | | |
|---|---|
| • What content are you learning in this assignment? | • I am learning about _____ (content or topic). |
| • What skill are you learning in this assignment? | • I am learning how to _____ (skill). |
| • How will I know I have learned what I am supposed to learn? | • I will know I have learned it when... |
| • Why are you learning this? | • I am learning this because... |
| • How will you use this learning in the future? | • I will use this in the future to... |

Padres y Cuidadores

DESTREZA
1

Apoyando a Su Hijo **Poseer LO QUE Aprende**

Antes de que su hijo comience a trabajar, hable con él sobre la tarea. Utilice estas preguntas para apoyar la posesión de lo que están aprendiendo. Si es necesario, use los marcos de oraciones para impulsar las respuestas de su hijo que demuestren que son dueños de lo que están aprendiendo.

¡Se Dueño!

Pregunte...

Escuche por...

- | | |
|--|---|
| • ¿Qué contenido estás aprendiendo en esta tarea? | • Estoy aprendiendo sobre (contenido o tema). |
| • ¿Qué habilidad estás aprendiendo en esta tarea? | • Estoy aprendiendo a (habilidad). |
| • ¿Cómo sabrás que has aprendido lo que se supone que debe aprender? | • Sabré que lo he aprendido cuando... |
| • ¿Por qué estás aprendiendo esto? | • Estoy aprendiendo esto porque... |
| • ¿Cómo se conecta este aprendizaje con en el futuro? | • Usaré esto cuando vuelva a clase para... |

Resource in Action

Watch as a mother supports her high schooler in owning what he is learning.

Copy this link to your browser to watch the video.

<https://youtu.be/AxzM3G7uKl4>



How can we help students
develop ownership?





Directly Teach Students 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.

What Students Need 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>	

Have Them Reflect on Their Role as a Learner

I am able to answer:

never

sometimes

always

- What am I learning and how will I demonstrate I have learned it?

1

2

3

4

5

- What is my role in the class, when working with others, and when working on my own?

1

2

3

4

5

- What is my role in recognizing and promoting others?

1

2

3

4

5

- What are the scholarly behaviors that support my learning?

1

2

3

4

5

- How do I support others in their learning?

1

2

3

4

5

- How do I take academic risks?

1

2

3

4

5

- What is the value of taking academic risks?

1

2

3

4

5

- How do I work with other learners?

1

2

3

4

5

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2021 NCCEP/GEAR UP Annual Conference



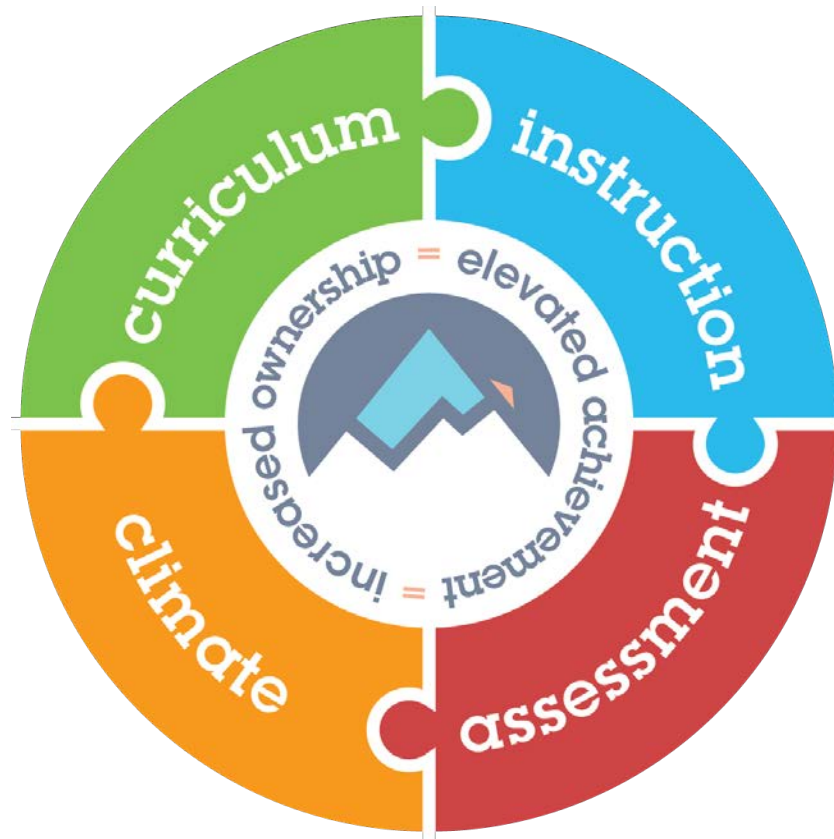
July 21st, 11:00-12:00pmPST: Developing Student Ownership: How Parents and Caregivers Can Help Their Children Become Life-Long Learners

Every parent wants their child to succeed. Every guardian wants their child to grow academically. Every caregiver wants their child to build a sustainable future. The best way to do this is to ensure that all children become life-long learners. We know that parents and caregivers have a crucial role in ensuring that their children become life-long learners. But many parents and caregivers don't know how to support their children in this endeavor. Learn how to develop effective and efficient learning opportunities for families that will build their capacity to empower their child to be as successful as possible.

Learning Objectives:

- Examine research-based practices that foster the development of student ownership in curriculum, instruction, assessment, and climate.
- Analyze the phases of an engaging, effective, and efficient learning opportunity for parents and caregivers.
- Reflect on strategies, tools, and techniques that support a systemic effort for increasing family support and student achievement, in order to determine an implementable plan.

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