Organizing to Help Teachers Facilitate Student Ownership of Learning

Session 6
Federally Designated Schools

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Webinar Series for Federally Identified Schools

Formative Instructional Practices Online Professional Learning (FIP)

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1. Formative Instructional Practices (FIP) Professional Learning: How Federally Designated Schools Can Improve

This webinar session will share with leaders the revised Formative Instructional Practices (FIP) Online Professional Learning platform. FIP offers 25 courses that focus on four major Tier 1 evidence-based practice areas that lead to greater student achievement when used well: 1) Creating and Using Clear Learning Targets, 2) Collecting, Analyzing and Using Evidence of Student Learning, 3) Understanding and Using Effective Feedback with Students, and 4) Facilitating Student Ownership of Learning. Access to FIP courses and navigation on the platform will be demonstrated. A link to access a video that shows FIP in Action in a classroom is provided along with a video-viewing Reflection/Questions guide.

2. Using GA FIP Webpage Resources to Support Improvement Planning

This webinar session will acquaint school leaders with the resources that are available for use to support a plan for implementing Formative Instructional Practices Online Professional Learning in a school or district. Highlights include a ready-to-use introductory presentation, support files for districts and teachers on first steps for FIP, the alignment of FIP Foundations Courses to TAPS and LAPs, and sample professional growth plans for leaders and teachers that use FIP courses.

3. Using FIP Courses to Design Better Classroom-based Formative Assessments

This webinar session will preview key content that is available in the Designing Sound Assessment series of FIP courses. Information with direct course examples will be shared to help leaders see how targeted and efficient teaching, learning and lesson-based assessments can become when the right kinds of formative practices are used to accurately document evidence of student learning. Three areas will be highlighted: (1) Clarifying Teaching and Assessment Expectations (2) Mastering Methods of Assessment, and (3) Putting the Pieces Together: Designing and Critiquing Sound Assessments.

4. Creating Optimal Opportunities to Lead FIP Professional Learning

This webinar will share key points from the book resource, Leadership for Teacher Learning by Dylan William. Discussion topics will be applied to FIP so that leaders can consider a plan for using FIP in ways that can be most supportive for teachers. A resource on how to use instructional rounds to support use of new practices will be provided.

5. Leading Teachers to Help Students Revise their Thinking Using Formative Assessment

The primary purpose of classroom-based formative assessment is to use the results to help students revise their thinking. This webinar will provide leaders with considerations to reflect upon during Instructional Awareness Walks when students exhibit misconceptions in their understanding. Key and actionable suggestions will be provided to leaders to share with teachers so teachers can help students revise their thinking and work more accurately toward mastery.

6. Organizing to Help Teachers Facilitate Student Ownership of Learning

Helping students develop ownership for their learning is one of the four pillars of FIP. Often, teachers need assistance to think about foundational skills that need to be taught before grouping students to work as peers to support their own and others’ learning. This webinar will identify several foundational skills that leaders can use to support teacher capacity to plan for student ownership of learning.

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Richard Woods, Georgia’s School Superintendent
An Equal Opportunity Employer
Review from Previous Webinars in the Series:

Formative Instructional Practices Defined

“It is not the instrument that is formative; it is the use of the information gathered.” (Chappuis, 2009)

Formative Instructional Practices (FIP) are intentional behaviors that teachers and students use to make decisions about learning. Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of student learning.

Georgia FIP is a blended model for professional learning. It provides Tier I evidenced-based interventions and practice opportunities for educators to accurately use formative instructional practices in districts and schools.

GA FIP online professional learning has four foundational components.

1. Clear Learning Targets
2. Collecting, analyzing and using evidence of student learning
3. Effective Feedback
4. Student Ownership of Learning
Review: Why Consider FIP for SDE?

The Georgia School Assessment of Performance on System (GSAPS) assesses a school’s level of implementation on each of the five systems of Georgia’s System of Continuous Improvement (GSCI). FIP online courses provide professional learning that directly supports the GSCI.

**Coherent Instruction:** Districts and schools must have an established shared instructional guidance system *(Structure 3: Use of a balanced blend of assessments)*

**Effective Leadership:** A major support necessary for an effective instructional guidance system is leadership in the school and at the district level.

**Professional Capacity:** In addition to effective leadership, schools, to improve, particularly in instruction, must have a coherent system to develop the capacity of the professionals in the school.

**Family and Community Engagement:** A school must have an intentional explicit system for engaging the adults beyond the school in the core instructional work of the school.

**Supportive Learning Environment:** A school must design a system that organizes the efforts in the school to meet the differing needs of all students.

*Source: (Page 1 of Process Guide for GaDOE’s GSAPS)*
Today’s Discussion

• Provide considerations and processes to guide teachers in planning for the development of appropriate skills and positive interdependence to facilitate student ownership of learning

• Share considerations for teachers to transition students from practice of positive interdependence to using positive interdependence for content area learning

• Provide “Next Step” options to continue professional development on student ownership of learning
Preparing for Student Ownership of Learning
Think about it…

What are some ways that you have observed teachers in traditional classrooms asking students to participate?

- Raise your hand to ask a question
- Raise your hand to talk
- Raise your hand if you know the answer
- Do your own work
- Check your own work before turning it in
- Wait your turn

How well do these traditional teacher routines align with student autonomy for learning?
Traditional Classroom Routines...

• Tend to encourage students to only seek assistance from the teacher

• May not have actively encouraged and taught students the kinds of skills to participate work for themselves and with peers as a part of the learning process

• May not have facilitated and taught the idea of learning from multiple perspectives including peers and oneself

• May not have directly taught students active listening skills

• May not have taught students how to interact to accomplish a specific task with group accountability
Students Need Conative Skills to Develop Student Ownership of Learning

The skills students use to combine *what they know with how they feel* to are known as conative skills. Conation is the part of thinking that has to do with striving, endeavor or effort.

<table>
<thead>
<tr>
<th>Conative Skills</th>
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<tbody>
<tr>
<td>Becoming aware of the power of interpretation</td>
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<td>Cultivating a growth mindset</td>
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<td>Cultivating resiliency</td>
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<td>Avoiding negative thinking</td>
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<td>Taking various perspectives</td>
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<td>Interacting responsibly</td>
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<td>Handling controversy and conflict responsibly</td>
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Enable the Development of Student Ownership of Learning

• Develop trust so the learner feels a sense of safety and credibility

• Ensure that students’ own assessment for the purpose of learning

• Maintain content integrity
Develop Trust

- Whole-class survey to know students and help them know each other to create a positive class culture
- Survey includes both academic and personally-oriented questions

Academic Examples:

What are you looking forward to learning this year?
What is the easiest part about school for you? What is the hardest part?
What are some of your preferred choices for how, where and when you like to study?
When you are having a tough time, what do you usually do?
When you leave this class at the end of the year, what are 3-4 goals you hope to achieve?
Develop Trust

Personally-oriented Examples

What name do you want people to call you?
Who would you like me to call or email when I have good news about you to share?
What are you good at outside of school?
What are some of your interests?
What would you like me to know about you?
If you could study anything of your choice, what do you want to know more about?
Natalie Wexler is the author of The Knowledge Gap: The Hidden Cause of America's Broken Education System—and How to Fix It (Avery, 2019).


Researchers looked at 71 studies on peer interaction in the United States and Great Britain, where there’s similar pressure to use group and pair work. The studies show that students can learn more from interacting with peers than from working independently, but just telling them to “turn and talk” isn’t enough.

Teachers need to give kids guidelines that require them to debate and negotiate; researchers concluded—for example, “Make sure you understand your partner’s perspective.”
Prepare Students to Develop Ownership of Learning

• Prepare students to engage in groups
  ~look at the person talking
  ~concentrate on what is being said and compare it to the task expectation
  ~model for students the academic language that directly supports the learning target and the kinds of words that keep the focus on the learning task
  ~show students that active listening skills include not only hearing and understanding, but helping the speaker articulate thoughts and find solutions

• Tell students that the teacher will refrain from participating in student conversations
  ~refrain from providing answers when students are struggling, but note common misconceptions observed across groups for reteaching
Scaffold Instruction to Meet Students’ Needs

• Tokens ~ give a specific number of paper clips or tokens to each student in each group to indicate the number of times each student talks

• Each time the student talks, they place a token in the center of the table. This creates accountability and helps them know how many times they are expected to contribute to the discussion
Teacher Behaviors to Organize Students to Develop Ownership of Learning

- Use an anchor chart to scaffold students’ participation in groups
- Read over students’ shoulders if the learning task requires writing and note the accuracy of their writing to the expected learning task.
- Call on students you did not hear talking when partners were discussing the learning task.
- If students struggle with reading, have students read to each other.
- Jot teacher notes from observations of group interactions to provide students feedback about how they worked together as a group

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<td>1.</td>
<td>Restate what your partner said</td>
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<td>2.</td>
<td>Add to what your partner said</td>
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<td>3.</td>
<td>Be specific</td>
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<td>4.</td>
<td>Explain why you think that</td>
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<td>5.</td>
<td>Ask questions</td>
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<td>6.</td>
<td>Explain what may make your thinking incorrect</td>
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Scaffold Support and Instruction to Meet Students’ Needs

Sentence Stems ~ should be used to teach students how to talk and work together to actively process content

Active Processing

~I agree with you and want to add...
~My idea is slightly different. I think...
~I thought the answer was___. Can you help me?
~Why do you think that?
~Can you explain that to me?
~Let me see if I understand. You’re saying...
~Here’s something we might try...
Model, Label and Practice Processes for Learning Conversations

Diagonal Partners

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Side Partners

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Across Partners

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Teacher Behaviors to Prepare Students to Develop Ownership of Learning

• Structure a purposeful student learning interaction (*how students will take turns and what to do and say when it is your turn*).

• Students must have the opportunity to *Process*, *Elaborate* on, *Record* and *Represent* their understanding of each chunk of information or learning goal (PERR) strategy discussed during FIP Webinar 5).

• Students need structures to work independently, with the group, share their thinking within the group, confirm the accuracy of their thinking with feedback from the group, and change their thinking when needed.
Teacher Behaviors to Organize Students to Develop Ownership of Learning

Collaborative Learning

~ used first as a practice interaction in which students process information for a topic and consider other perspectives as they learn to work as a group

~ used second for content learning tasks

• Low task interdependence and accountability because the purpose is for students to become comfortable with risk taking, contributing and expressing ideas

• Expectations for participation and learning exist even though there is low accountability and not a completed work project initially for formative assessment

• The teacher structures the experience to require that all students participate and that the group remains focused

• Teacher observes and notes how well students are growing in their abilities to develop positive interdependent learning skills and provides feedback to student groups and individuals as needed
Collaborative Learning Practice
Example Prompt for Elementary Students

SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.

**Context:** Define and explain *camouflage*, share examples of animals camouflaging and ask students to find the animals.

Provide each group one picture of a lion and one picture of a cheetah face down on the group of desks. On the white board, project and explain pictures of the African savanna during the dry season.

Ask students to turn over the desk pictures of the two animals and continue to project pictures of the savanna.

**Prompt:** Which animal would best be able to camouflage in the savanna?

**Task:** Think of two reasons by yourself and write or draw them. Be able to explain why you think this way. After 5 minutes, I will ring a bell. This will be the time for you to share your decision with your diagonal partner and state why you made your decision. You will have two minutes to verbally share with your partner. I will ring the bell when it is time to switch partners. Listen to your partner’s decision and reasons for two minutes. I will ring the bell when two minutes end.

Next, you will talk as a whole group for 5 minutes to find out how many thought the same and how many thought differently. Decide who in the group will present the report. You can report in any way that the group decides. I will ring the bell at the end of the 5 minutes so each group can report.
Collaborative Learning Practice
Example Prompt for High School Students
SSUSH9 Evaluate key events, issues, and individuals related to the Civil War

**Context:** In 1862, Alexander Gardner, a Civil War photographer, organized an exhibition in his New York studio called, “The Dead of Antietam.” This was the first time that Americans saw images of soldiers killed and maimed on the battlefield, and the results were shocking. Gardner’s pictures made Americans realize the significance of the loss of life in the war. View his pictures at this link: [http://100photos.time.com/photos/alexander-gardner-dead-of-antietam#photograph](http://100photos.time.com/photos/alexander-gardner-dead-of-antietam#photograph)

**Prompt:** Did Alexander Gardner make a good decision *at that time* when he decided to display the photographs of soldiers at an exhibition? Why or why not?

**Task:** Think of two reasons for your decision, record your thinking in your academic notebook in any way that makes sense to you. Discuss your thinking with the group. Side partners will share first. Diagonal partners will share second.

After the partners’ discussions, is your original decision still the same? Why or why not? Record your final decision and why you think this way in your academic notebook. Share it with the whole group using a round-robin format. You’ll have the following times for this task. I am looking forward to hearing your thoughts at the end.

- View photographs = 8 minutes
- Independent thinking and recording in notebook = 10 minutes
- Side partner discussion = 5 minutes
- Diagonal partner discussion = 5 minutes
- Thinking about final decision = 3 minutes
- Round Robin sharing with whole group = 10 minutes
Teacher Behaviors to Organize Students to Develop Ownership of Learning

**Teacher Observation Scale for Partner Discussions**

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<tr>
<th>Emerging</th>
<th>Fundamental</th>
<th>Desired Results</th>
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<td>Students talk about the critical content.</td>
<td>Student share their perspective of the critical content.</td>
<td>Students actively discuss multiple perspectives of the critical content, listening to each other and adding onto each other’s ideas.</td>
</tr>
<tr>
<td>Students listen as their partners talk about the critical content.</td>
<td>Students listen and respond as their partners discuss their perspective of the critical content.</td>
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**Suggestions for Extending Partner Discussions**

- Ask student to explain the connection between the critical content they are discussing to the unit.
- Ask students to make up questions that would help other students discuss the critical content.
- Have students explain perspectives that are different from their own.
Maintain Content Integrity

Teacher agency includes responsibility for the content standards AND larger outcomes that prepare students with skills for problem-solving, innovation and designing possibilities that address future challenges (McTighe 2019).

- Establishing clear and specific purposes for learning with the content standards
- Stimulating student curiosity and wondering about larger issues and questions that will matter to students
- Engaging students in addressing real world problems
- Explicitly teaching students processes to meet the challenges of life beyond the school

Organizing Student Ownership of Content Learning
Think about it…

In *Formative Assessment Strategies for Every Classroom*, Susan M. Brookhart states that Formative assessment should not be used for final grades.

- Students need—and deserve—an opportunity to learn before they are graded on how well they have learned.
- Formative assessment is used before instruction, to find out where students are, and during instruction, to find out how they are progressing.
- When results of formative assessment are not used for grading, the information gathered becomes more useful for learning and especially for less-able students.
- Students are free to pay attention to figuring out how they are doing and what they need to work on without worrying about a grade.
- **This is not the case for students who experience negative feelings after failure.** These feelings get in the way of processing additional information about their learning. For such students, the value of feedback is lost, overshadowed by the low grade.
- There is some evidence that highly motivated and strong students use all information, including graded work, formatively.
Students’ Own Assessment for their Learning

Students come to learning from a variety of experiences with a unique array of background knowledge, understandings, biases and attitudes. Simple baseline assessments help teachers and students uncover what students know and can do.

• One or two questions, short quizzes or problems that mimic the ones students are expected to solve, or graphic organizers that ask students to identify what they know and what they want to know about the topic (standard and learning targets).

• Students can use their own data to see what they know, set goals and begin to document their learning journey.
Teacher Behaviors for Student Ownership of Content Learning

• Identify the critical content so students are clear about what they are responsible for learning and the work they will do independently and with peers *(the learning target with academic language)*

• Plan a meaningful task for students that is linked to the learning target *(develop questions that require more that a one-word response, are complex or tiered)*. Use the phases of gradual release to move from scaffolded to independently learning.

• Continue to teach and model how (conative skills) students should engage in a productive self-talk and conversations with others for a learning task. Teach examples and non-examples.
Teacher Behaviors for Student Ownership of Content Learning

• Provide explicit criteria for success at three performance levels to guide students or have students co-develop success criteria (Novice, Intermediate and Mastery)

• Teach students to self-monitor to refine and adjust learning by using success criteria (ES students ~ learning target pie with target in the middle and criteria for success as slices or a rubric for HS students)

• Use assessments that promote self-understanding and choice to develop self-agency because students will become invested in their own efforts (which author to study, which problem to solve, which chapter to read)

• Offer the option for students to determine how they will show their progress. i.e., produce a mind map to illustrate understanding and connections and explain it, make a video, write, verbally explain or produce art with a verbal or written interpretation

• Encourage students to also provide information about where they are unclear or questions that remain AND what they tried to address the issue
Book Suggestion

Your Choice for Next Steps: Continuing Professional Learning

1. View video of a kindergarten student-led conference with teacher commentary (4.36 minutes)

2. View a series of student-led conferences with 4th and 8th grade students including principal and teacher commentary (5.05 minutes)

3. Listen to an ASCD Radio podcast on the critical importance of student voice and ownership of learning during the pandemic (13 minutes)

Note: Links to access the three options are on the next three slides.
Next Steps: Video of Student Ownership of Learning

• Watch the video of a kindergarten student-led conference: https://youtu.be/dmIReiql1ec

See the next slide for the link to a video of student-led conferences in grades 4 and 8.
Next Steps:
Videos of Student Ownership of Learning

Watch the Edutopia video of a several student-led conferences: https://youtu.be/L_WBSInDc2E

See the next slide to access the link to the ASCD Radio podcast.
Next Steps Podcast: Why Student Voice Matters More Now Than Ever

Why Student Voice Matters More Now Than Ever
ASCD Learn Teach Lead Radio

• Dr. Russ Quaglia believes that we often view student-voice as important but not a priority. Join us as we explore why student voice may be more important than ever as we move to reopen schools. He is a pioneer in the field of education, known for his unwavering dedication to student voice and aspirations.

• His innovative work is evidenced by an extensive library of research-based publications and media appearances. He has authored the School Voice suite of surveys and best-selling books, including *Student Voice: The Instrument of Change and Engagement by Design*.

• Guest host Kyle Hamstra is a STEM Specialist at Davis Drive Elementary in Cary, North Carolina and one of ASCD’s 2016 Emerging Leaders.

• Listen on Apple Podcasts (13 minutes)
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