2021 Learning Acceleration Resources
Fostering Student Ownership Through Academic Feedback & Motivating Students

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, and how they will use these strategies in the future**. This tool shares ideas and examples to help teachers foster student ownership through the NIET rubric indicators of **Academic Feedback** and **Motivating Students**, specifically. It can be used by teachers to consider what actions they can take to strengthen student ownership as well as by coaches to help guide instructional practices.

Below are descriptions of how students demonstrate ownership, how teachers can support student ownership, key markers in the classroom environment that signal increased ownership, and guiding questions to help teachers continue thinking about fostering student ownership. Consider using this as you plan for accelerated learning or before your next classroom walkthrough.

NIET Rubric Indicator	Teacher Actions	Student Actions	Potential Evidence of Impact	Next Steps
Academic Feedback	**Teachers support student ownership by:** ● Modeling and providing opportunities for students to ask questions about their learning that are aligned to the standard/target and success criteria. ● Providing opportunities for students to collaborate about the learning. ● Modeling appropriate and respectful behaviors expected when students are collaborating. ● Making adjustments to the lesson as needed and determined from the feedback provided by students.	**Students demonstrate ownership by:** ● Providing feedback to each other using language from the standard and success criteria. ● Displaying patience and respect for their peers during discussions. ● Holding themselves and their peers accountable for formulating feedback and sharing their thinking. ● Seeking out teacher and peer feedback.	**Classroom environment shifts:** ● It is safe for students to express their opinions, thoughts, and interests with their teacher and peers. ● Students work together to demonstrate positive relationships with everyone in the classroom. **Student dispositional shifts:** ● Students provide feedback to peers using language from the standard and success criteria. ● Students take initiative to seek feedback from the teacher and their peers. ● Students use feedback from the teacher and peers to revise their work and deepen their learning.	**Guiding questions:** ● How do you know what the student look/listen-fors are in order to provide feedback? ● How will you ensure the feedback provided is aligned to the standard and success criteria? ● How will you use student feedback to adjust instruction? ● How do you plan to engage students in providing quality feedback to one another? ● Where in the lesson are opportune times for students to self-assess in relation to the success criteria and expectations of the lesson? ● How will students use feedback to monitor their own learning and progression to their goals?

NIET Rubric Indicator	Teacher Actions	Student Actions	Potential Evidence of Impact	Next Steps
Motivating Students	**Teachers support student ownership by:** ● Developing opportunities for students to generate questions. ● Providing opportunities for students to co-create success criteria for the lesson. ● Providing choices for students to express their understanding and learning. ● Reinforcing and rewarding effort by providing feedback rooted in the success criteria and language of the standard/target for mastery. ● Providing a gradual release of learning for students. ● Modeling and providing opportunities for students to self-assess their work against the success criteria and to use the criteria to provide feedback to peers. ● Providing opportunities for students to talk and write about their learning and thinking.	**Students demonstrate ownership by:** ● Generating questions to explore and determine answers/results as it aligns to the lesson target for mastery. ● Making personal and real-world connections to the learning. ● Developing success criteria for mastery of their learning. ● Articulating the purpose of the lesson and why it is important to them. ● Grappling with the learning/ engaging in productive struggle and persevering. ● Utilizing success criteria to self-assess and make adjustments in their work and thinking. ● Utilizing success criteria to provide feedback to peers. ● Choosing the best method to display their thinking and learning that shows their mastery or progress toward mastery of the target/standard.	**Classroom environment shifts:** ● The classroom is a safe space for students to make mistakes, productively struggle, and ask questions to deepen their learning. ● Students know how to co-create success criteria for learning, as well as how to use it to self-assess and provide feedback to peers. ● Conversations are rooted in the language of the standard and success criteria. ● The classroom is a safe space for students to seek help and interact with their peers. **Student dispositional shifts:** ● Students personally connect with the learning and are able to articulate why. ● Students express what they are expected to learn, why the content or skill is being taught, and how they will know they are successful.	**Guiding questions:** ● How do you organize the content of a lesson so it is meaningful and relevant to students? ● How do you develop learning experiences that provide opportunities for students to ask questions and explore? ● Why is it important for students to have opportunities to develop their own questions and search for the answers? ● How does student motivation impact student achievement? ● What will be evidence in the lesson that students are motivated to take ownership of their learning?