

# 2021 Learning Acceleration Resources

Fostering Student Ownership Through the Environment Domain of the NIET Teaching and Learning Standards



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 Environment domain of the NIET Teaching and Learning Standards, 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 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
<b>Expectations</b>	<p><b>Teachers support student ownership by:</b></p> <ul style="list-style-type: none"> <li>Developing learning activities that promote student thinking and engagement.</li> <li>Providing opportunities for student reflection.</li> <li>Asking students what are you learning, how are you learning and how will you know if you have learned the content?</li> <li>Engaging students in the creation of success criteria and providing opportunities for students to set personal goals based on the criteria.</li> <li>Encouraging students to self-monitor their learning and track their progress.</li> </ul>	<p><b>Students demonstrate ownership by:</b></p> <ul style="list-style-type: none"> <li>Being cognitively engaged in learning and work with the teacher to set challenging goals for their learning.</li> <li>Learning from their mistakes and articulating their thinking, what they have learned, and how they learned the content.</li> <li>Striving for success based on clear criteria that has been established for the lesson with the teacher.</li> <li>Striving to meet or exceed their goals.</li> <li>Reflecting on their learning according to success criteria and goals to assess their progress in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students set and own their goals for learning.</li> <li>Students see errors as learning opportunities and can articulate their next steps for learning.</li> <li>Students own the success criteria for the lesson and often monitor their work according to the criteria.</li> <li>Students examine exemplars and develop criteria for success with the teacher, then utilize the criteria in their own work.</li> <li>Students self-assess and reflect on their work according to the lesson’s success criteria and adjust their individual goals for learning.</li> </ul>	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>How will the learning activities promote student thinking and engagement throughout the lesson?</li> <li>How does the classroom environment encourage student risk-taking?</li> <li>How will you engage students in co-constructing success criteria for the lesson?</li> <li>When in the lesson will students be provided time to reflect and respond to the following questions:             <ul style="list-style-type: none"> <li>What are you learning?</li> <li>How are you learning?</li> <li>How will you know you have learned the content?</li> </ul> </li> </ul>

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				<ul style="list-style-type: none"> <li>● How will the expectations for the lesson be communicated to students in order for them to take ownership of their learning?</li> <li>● When in the lesson will students have opportunities to set goals and reflect on their goals?</li> </ul>
<b>Engaging Students and Managing Behavior</b>	<b>Teachers support student ownership by:</b> <ul style="list-style-type: none"> <li>● Providing resources and materials to support students with monitoring their own behaviors.</li> <li>● Understanding each student’s needs and when to provide structures that support students with staying on task.</li> <li>● Brainstorming and reaching consensus with students on the class’s common, clear commitments for learning and behavior.</li> <li>● Providing strategies and resources for supporting students with monitoring their engagement levels throughout the lesson.</li> </ul>	<b>Students demonstrate ownership by:</b> <ul style="list-style-type: none"> <li>● Taking ownership for their behaviors in order to optimize their learning and time on task.</li> <li>● Working with their teacher to establish clear commitments for their learning and behavior.</li> <li>● Monitoring their own engagement and having strategies for supporting this process.</li> </ul>	<ul style="list-style-type: none"> <li>● Students monitor their own behavior and make adjustments themselves when needed.</li> <li>● Students take ownership of class and individual commitments for learning and their behavior.</li> <li>● Students are aware of when they are not on task and have strategies for monitoring their engagement in learning.</li> </ul>	<b>Guiding questions:</b> <ul style="list-style-type: none"> <li>● What structures are in place for students to take ownership of their behaviors in order to optimize their learning?</li> <li>● How were the class commitments established? What role did students play in establishing these commitments?</li> <li>● How can students monitor their own engagement in learning during the lesson? How will this strategy support their continuous engagement in learning?</li> </ul>

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<b>Environment</b>	<p><b>Teachers support student ownership by:</b></p> <ul style="list-style-type: none"> <li>● Helping students to understand how we learn from errors and taking risks.</li> <li>● Developing tasks that challenge students' thinking where the support of peers is encouraged to interact with the task.</li> <li>● Developing lessons and activities where student interaction is valued and encouraged.</li> <li>● Encouraging students to support them in designing and organizing the classroom to meet their needs.</li> <li>● Providing a space for students to display their work and setting aside time for students to reflect on their work to identify student work samples for display.</li> <li>● Examining the classroom environment from the student perspective and encouraging students to make adjustments to their environment when appropriate.</li> </ul>	<p><b>Students demonstrate ownership by:</b></p> <ul style="list-style-type: none"> <li>● Feeling safe to take risks and interact with peers.</li> <li>● Attempting challenging and new things.</li> <li>● Seeking help and interacting with their classmates.</li> <li>● Taking on an active role in designing and organizing their classroom to support their learning.</li> <li>● Having and knowing where to locate supplies, equipment, and resources readily.</li> <li>● Taking ownership of selecting and displaying their own work.</li> <li>● Organizing and shifting the organization of their classroom to support their learning (working individually or cooperatively with peers).</li> </ul>	<ul style="list-style-type: none"> <li>● Students take risks in their learning and support their peers with risk-taking.</li> <li>● Students do not shy away from challenging work and feel comfortable seeking the help of others.</li> <li>● Students collaborate with others and take ownership of monitoring their learning to know when they need the support of their peers.</li> <li>● Students take initiative to organize their learning environment in order for it to maximize their learning.</li> <li>● Students self-assess their work to select appropriate work to display in their learning environment and feel confident in their decisions.</li> <li>● Students feel comfortable shifting and creating a learning environment that is needed in order to maximize their learning. (This could be working in groups, pairs or individually, etc.)</li> </ul>	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>● How do you and your students know the classroom is a safe environment for attempting challenging tasks and taking risks?</li> <li>● If students are struggling with learning, what routines are established for them to feel comfortable to seek help from you or their peers?</li> <li>● What role did the students play in designing and organizing their classroom environment?</li> <li>● How do you encourage students to take ownership of selecting and displaying their work? Where will this work be displayed?</li> <li>● What are the routines for the classroom environment if students need the support of their peers or prefer to work alone? How do students own this process and decision-making?</li> </ul>

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<b>Respectful Culture</b>	<b>Teachers support student ownership by:</b> <ul style="list-style-type: none"> <li>● Modeling caring, kindness, and respect for others.</li> <li>● Modeling valuing and celebrating the various backgrounds and cultures in the room.</li> <li>● Seeking students' opinions and striving to better understand their interests.</li> <li>● Developing a classroom environment that promotes positive relationships.</li> <li>● Encouraging and promoting multiple opportunities for students to be interdependent.</li> </ul>	<b>Students demonstrate ownership by:</b> <ul style="list-style-type: none"> <li>● Consistently demonstrating caring, kindness, and respect for one another and towards their teacher.</li> <li>● Understanding their peers' backgrounds and cultures and displaying actions that demonstrate acknowledgment and value.</li> <li>● Sharing their interests and opinions with their teacher and peers.</li> <li>● Taking ownership of building and maintaining positive relationships and showing interdependence in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Students work together collaboratively towards a common goal, demonstrating respect towards one another.</li> <li>● Student conversations demonstrate understanding and respect of each other's cultures and backgrounds.</li> <li>● Students want to share their opinions and feel safe doing so with others.</li> <li>● Students take initiative to develop positive relationships within the classroom without being prompted to do so.</li> </ul>	<b>Guiding questions:</b> <ul style="list-style-type: none"> <li>● How is caring, kindness, and respect modeled for students?</li> <li>● How does the classroom environment celebrate and value the various backgrounds and cultures in the room?</li> <li>● How were the students' interests and opinions integrated into this lesson?</li> <li>● How does the classroom environment promote positive relationships?</li> <li>● How will this lesson encourage and promote student interdependence?</li> </ul>