

Student Ownership: The Ultimate Goal of Acceleration

The driver of learning acceleration is great teaching. To accelerate student learning, we must first accelerate support for our teachers. During NIET's 2022 National Conference, participants re-centered their focus on the most effective levers for teaching that improve student outcomes.

This document shares more about what learning acceleration looks like and provides guiding questions for teachers and leaders to consider in their own work to deepen their practice around effective instruction. It may be particularly beneficial for a school's instructional leadership team (ILT) to discuss this document during an upcoming meeting to maximize school-wide support for learning acceleration and student ownership.

How NIET Defines Learning Acceleration

Learning acceleration is an approach to teaching and learning that provides students with focused instruction on the skills and content needed to learn present-grade material. It starts with teaching current grade-level content and only brings in remedial content if a student demonstrates the need for it.

Learning acceleration is characterized by:

- Maintaining the integrity of challenging work and grade-level demands for all
- Focused on essential learning and content
- Dependent on creating meaningful engagement opportunities for students
- Inclusive of all learners
- An approach that advances equitable opportunity for all learners

Given that definition, what practices might teachers engage in that support these characteristics? What knowledge might teachers need to have about their students and their curriculum?

Connect Student Ownership Practices to Learning Acceleration

Students taking an active role in their learning increases student achievement and motivation to learn. Increasing student ownership positively contributes to learning acceleration. A few examples of student actions that reflect student ownership of learning are listed below. For more information on the definition of ownership, [please see this NIET resource](#).

Students understand the relevance of the resources and activities and can articulate how those helped to develop their learning.

Students can explain how each learning activity deepens their understanding and can justify which activity was most helpful to their learning and why.

Students make their own connections between the lesson objective(s) and their lives and future learning.

Students preview new learning in materials, set goals for themselves, and brainstorm questions about the upcoming content.

NIET 2022

— ACCELERATING EDUCATOR IMPACT —

In your instructional leadership team meeting, walk through each of the learning acceleration characteristics and consider what student ownership practices could look like. For more ideas, look at level 5 on the NIET Teaching and Learning Standards Rubric, which reflects student ownership. After you brainstorm these examples, identify 2-3 that you want to intentionally cultivate and outline a plan for doing so.

Learning Acceleration Characteristic	Student Ownership Practices
Maintaining the integrity of challenging work and grade-level demands for all	<i>Example: All students engage in self-reflection on lesson tasks using consistent, rigorous success criteria.</i>
Focused on essential learning and content	<i>Example: Students learn content that is most relevant to their grade level and prepares them for future success.</i>
Dependent on creating meaningful engagement opportunities for students	<i>Example: Students apply inquiry and exploration to solve worthwhile challenges.</i>
Inclusive of all learners	<i>Example: Students have the choice to select mathematical models or strategies to demonstrate mastery of rigorous content.</i>
An approach that advances equitable opportunity for all learners	<i>Example: Rather than engaging in remedial instruction, students work with scaffolds as needed to master challenging content in their core classes.</i>