

2021 Learning Acceleration Resources

Fostering Student Ownership Through Standards & Objectives and Questioning



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 **Standards & Objectives** and **Questioning**, 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
Standards & Objectives	<p>Teachers support student ownership by:</p> <ul style="list-style-type: none"> Clearly communicating the objective of the lesson by having students interact with the objective. Engaging students in the analysis of exemplars and co-creating success criteria for the lesson. Developing opportunities for students to individually make connections to previous learning and make powerful connections to their lives through prompts, questions, and activities. Modeling and planning for opportune times in a lesson for students to participate in 	<p>Students demonstrate ownership by:</p> <ul style="list-style-type: none"> Articulating what they are learning and why they are learning the objective. Knowing how they will demonstrate mastery of the objective. Articulating how the current learning relates to previous, subsequent learning and making individual connections to their life experiences. Making powerful connections to the lesson's objective throughout the lesson by engaging in rich conversations aligned to the objective. 	<p>Classroom environment shifts:</p> <ul style="list-style-type: none"> Students understand the value of learning and the expectations for their learning. The environment is a safe space for students to take risks and understand how struggling is a part of the learning process. Structures are in place for students to experience success. The environment is a safe space for students to seek help and interact with their peers. Students have opportunities to lead their learning. 	<p>Guiding questions:</p> <ul style="list-style-type: none"> How do you plan to clearly communicate the expectations for the students? What kinds of evidence/artifacts will you require students to produce to show mastery or progress toward mastery of the standard/objective? How will students know if they have mastered the objective for the lesson? How will students deepen their understanding of the objective through discussions? Where will this occur in this lesson?

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	<p>discussions where every student has the opportunity to engage in learning.</p>		<p>Student dispositional shifts:</p> <ul style="list-style-type: none"> ● Students feel empowered to articulate their goals and lead their learning. ● Students feel confident engaging with the content and can express why they are learning what they are learning. ● Students add personal connections to the lesson objectives, deepening the learning for their peers. ● Students are not discouraged when they struggle, understanding it is part of the learning process. 	<ul style="list-style-type: none"> ● How will students make connections to previous lessons and make powerful connections to their new learning?
<p>Questioning</p>	<p>Teachers support student ownership by:</p> <ul style="list-style-type: none"> ● Planning intentional and scaffolded questions aligned to the target/standard. ● Modeling and providing opportunities for how to generate questions to guide thinking and learning. ● Providing the necessary wait time for students to grapple and think about the learning. ● Releasing the thinking and questioning to students. ● Providing structures where all students have opportunities to develop 	<p>Students demonstrate ownership by:</p> <ul style="list-style-type: none"> ● Responding to a variety of scaffolded questions that build understanding of the standard/target. ● Generating questions that deepen their learning and thinking. ● Taking initiative to ask clarifying questions as needed or push thinking. ● Questioning their own work through reflective practices in order to prompt new learning and challenge themselves. 	<p>Classroom environment shifts:</p> <ul style="list-style-type: none"> ● It is safe for students to ask questions about their learning of the teacher or their peers. ● There is interdependence among the students. ● There is accountability for all students to generate questions to deepen learning. <p>Student dispositional shifts:</p> <ul style="list-style-type: none"> ● Students feel empowered to generate and ask questions of both their teacher and peers. 	<p>Guiding questions:</p> <ul style="list-style-type: none"> ● Why is it important for students to have opportunities to develop their own questions and search for the answers? ● Why is it important to plan intentional questions that are aligned to the standard/expected outcome of the lesson? ● How will you model how to generate self-directed questions aligned to the learning for students? ● How will you ensure that students have the opportunity to interact with

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	<p>questions and respond to questions within a lesson.</p>		<ul style="list-style-type: none"> ● Students take initiative to reflect on their work. ● Students feel confident in answering and posing questions to deepen their learning. ● Students do not fear providing “incorrect answers” to questions, but instead, use questions as a way to make connections to prior learning or grapple with learning tasks. 	<p>each other about their learning?</p> <ul style="list-style-type: none"> ● How will you ensure that all students have equal opportunities to answer questions and discuss responses with one another? ● What types of questions might you ask to gather evidence of students’ thinking?