

Fostering Student Ownership of Work



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Sherry St. Clair is the founder of Reflective Learning LLC, an educational consulting agency based in Kentucky. Her organization works with schools around the world, creating specialized training and coaching services for school administrators and educators. Additionally, Sherry serves as a Senior Fellow for the International Center for Leadership in Education and Houghton Mifflin Harcourt. She holds a master's degree in Instructional Leadership, as well as a Rank I in Instructional Supervision.

As an international consultant, Sherry draws from her rich experience at various levels of public education—teaching elementary school, being an administrator in a high school of 1,300 students, working as a state consultant, and creating and facilitating virtual courses. Sherry is a highly regarded national speaker and consultant, providing educational agencies with expertise in the areas of instructional leadership, effective classroom practices, classroom walkthroughs, effective use of data and guidance on how to create structures for successful classroom coaching. Coaching schools to best meet the needs of all students is Sherry's passion.

Sherry is a contributing author to Effective Instructional Strategies Volume 2 published by the International Center for Leadership in Education. She has published numerous professional learning activity guides and facilitated webinar series focused on leadership and effective instructional practices. Additionally, Sherry developed virtual instructional workshops for the CTE Technical Assistance Center of New York. In partnership with the Successful Practices Network, Houghton Mifflin Harcourt, and The School Superintendent Association (AASA), Sherry has recently been a part of bringing innovative practices to scale. Her latest publication, Coaching Redefined: A Guide to Leading Meaningful Instructional Growth, was released in June of 2019.

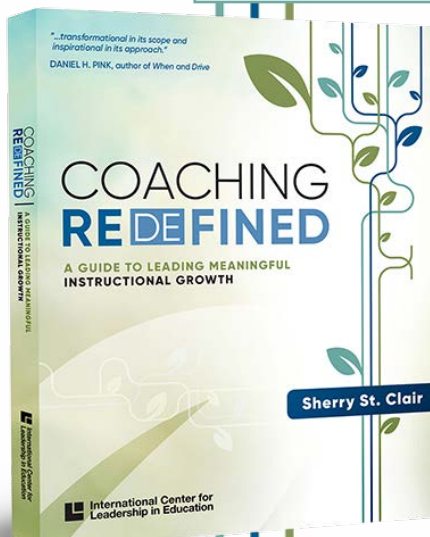
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Revised Bloom's Taxonomy – Question Starters

Remembering- Knowledge

Recall or recognize information, and ideas

The teacher should:

- Present information about the subject to the student
- Ask questions that require the student to recall the information presented
- Provide verbal or written texts about the subject that can be answered by recalling the information the student has learned

Question prompts

What do you remember about _____?

How would you define _____?

How would you identify _____?

How would you recognize _____?

What would you choose _____?

Describe what happens when _____?

How is (are) _____?

Where is (are) _____?

Which one _____?

Who was _____?

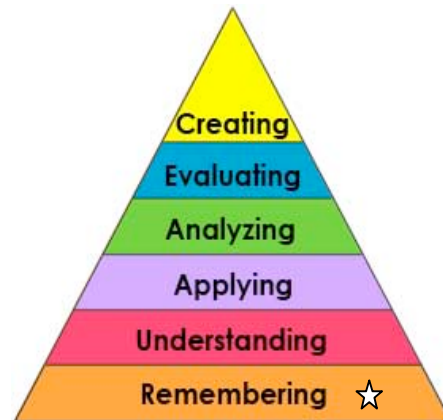
Why did _____?

What is (are) _____?

When did _____?

How would you outline _____?

List the _____ in order.



Anderson & Krathwohl, 2001

Understanding-Comprehension

Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

The teacher should:

- Ask questions that the student can answer in his/her own words by stating facts or by identifying the main idea.
- Give tests based on classroom instruction

Question prompts:

How would you compare _____? Contrast _____?

How would you clarify the meaning _____?

How would you differentiate between _____?

How would you generalize _____?

How would you express _____?

What can you infer from _____?

What did you observe _____?

How would you identify _____?

How can you describe _____?

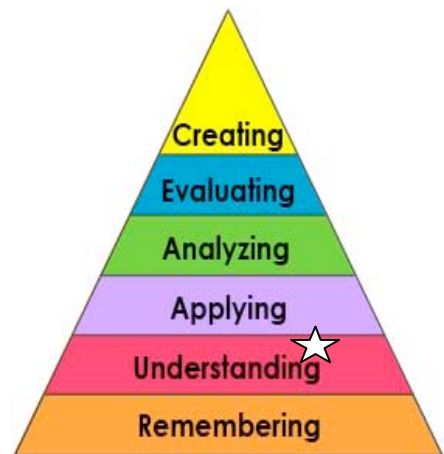
Will you restate _____?

Elaborate on _____.

What would happen if _____?

What is the main idea of _____?

What can you say about _____?



Anderson & Krathwohl, 2001

Applying-Application

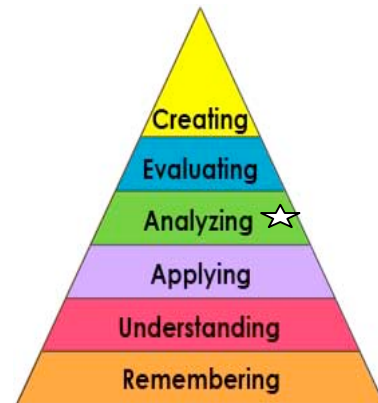
Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

The teacher should:

- Provide opportunities for the student to use ideas, theories, or problem solving techniques and apply them to new situations.
- Review the student's work to ensure that he/she is using problem solving techniques independently.
- Provide questions that require the student to define and solve problems.

Questioning prompts:

What actions would you take to perform _____?
How would you develop _____ to present _____?
What other way would you choose to _____?
What would the result be if _____?
How would you demonstrate _____?
How would you present _____?
How would you change _____?
How would you modify _____?
How could you develop _____?
Why does _____ work?
How would you alter _____ to _____?
What examples can you find that _____?
How would you solve _____?



Anderson & Krathwohl, 2001

Analyzing - Analysis

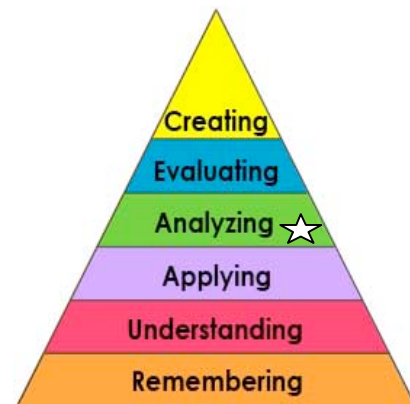
Break down a concept or idea into parts and show relationships among the parts.

The teacher should:

- Allow time for students to examine concepts and ideas and to break them down into basic parts.
- Require students to explain why they chose a certain problem solving technique and why the solution worked.

Questioning prompts:

How can you classify _____ according to _____?
How can you compare the different parts _____?
What explanation do you have for _____?
How is _____ connected to _____?
Discuss the pros and cons of _____.
How can you sort the parts _____?
What is the analysis of _____?
What can you infer _____?
What ideas validate _____?
How would you explain _____?
What can you point out about _____?
What is the problem with _____?
Why do you think _____?



Anderson & Krathwohl, 2001

Evaluating- Evaluation

Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

The teacher should:

- Provide opportunities for students to make judgments based on appropriate criteria.
- Have students demonstrate that they can judge, critique, or interpret processes, materials, methods, etc. using standards and criteria.

Questioning prompts:

What criteria would you use to assess _____?

What data was used to evaluate _____?

What choice would you have made _____?

How would you determine the facts _____?

What is the most important _____?

What would you suggest _____?

How would you grade _____?

What is your opinion of _____?

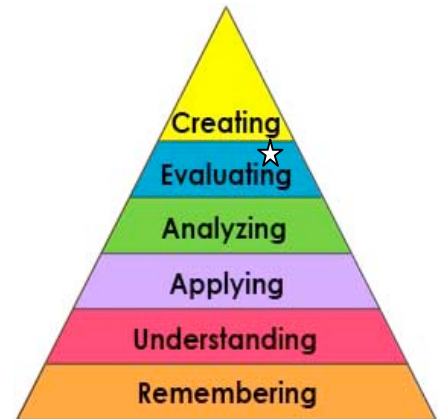
How could you verify _____?

What information would you use to prioritize _____?

Rate the _____.

Rank the importance of _____.

Determine the value of _____.



Creating-Synthesis

Bring together parts of knowledge to form a whole and build relationships for new situations.

The teacher should:

- Provide opportunities for students to assemble parts of knowledge into a whole using creative thinking and problem solving.
- Require students to demonstrate that they can combine concepts to build new ideas for new situations.

Questioning prompts:

What alternative would you suggest for _____?

What changes would you make to revise _____?

How would you explain the reason _____?

How would you generate a plan to _____?

What could you invent _____?

What facts can you gather _____?

Predict the outcome if _____.

What would happen if _____?

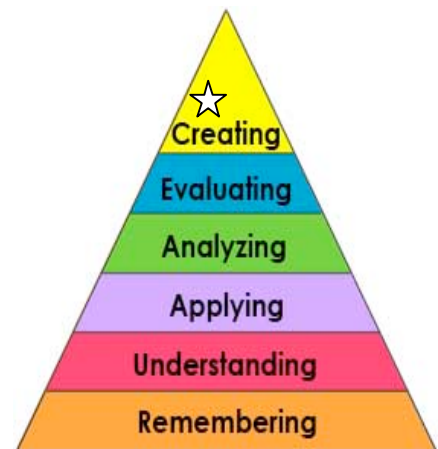
How would you portray _____?

Devise a way to _____.

How would you compile the facts for _____?

How would you elaborate on the reason _____?

How would you improve _____?



Daily Check-In

Name	Role	Work Completed	Plan for Tomorrow	Group Signature	Date



Group Roles and Responsibilities

Date: _____ Group Members: _____

Leader: The leader is responsible for leading group discussion and encouraging everyone to be a part of the group's decisions. They make sure everyone is respected. They also make sure everyone gets a chance to speak and participate. In our group, the leader is

Manager: The manager is responsible for keeping the group focused on the task. They encourage all group members to complete their portion of the task by the decided deadline. They also gather any materials the group needs to complete the task and collect the group's work at the end of each class. In our group, the manager is

Recorder: The recorder is responsible for recording who is present during group work, the group's decisions and any answers to the group's questions. In our group, the recorder is

Spokesperson: The spokesperson is responsible for investigating any questions had by the group. They will also share the group's ideas with the rest of class when necessary. In our group, the spokesperson is

Group Rules

All group members will show respect for all other group members.

- We will respect each other's ideas.
- We will listen while others are talking.
- We will speak to each other respectfully and honestly.

All group members will work at all times.

- Everyone will contribute equally and will share responsibility for the completion of the task.
- If someone doesn't understand any component of the task, we will help them learn.

All group members will try to communicate effectively.

- We will not be critical of the ideas of others.
- We will work through any differences in a respectful way.

All group members will be committed to working as a team.

- Everyone will commit to keeping an open mind and will try to build up other team members.
- If we do not agree on how to proceed, we will vote on any disagreements.

All group members will use our time wisely.

- Everyone will commit to attending class regularly.
- We will quickly gather our needed supplies and show up to our group in a timely manner.
- If one team member sees another team member off-task, they will respectfully ask them to focus on the group's work.

Student Conversation Starters

<p>Disagree</p> <ul style="list-style-type: none"> • I disagree with _____ because _____. • Respectfully, I disagree because _____. • I see it differently because _____. • Looking at it a different way, I think _____. • I see what you're saying, but I think _____. 	<p>Summarize</p> <ul style="list-style-type: none"> • Overall, I think _____. • My whole point is that _____. • It all boils down to _____. • To summarize, I think _____. • To summarize, I learned that _____. 	
<p>Agree</p> <ul style="list-style-type: none"> • I agree with _____ because _____. • The evidence _____ shared is critical because _____. • I believe the same thing as _____ because _____. • As _____ pointed out, _____. • Like _____, I believe _____ because _____. 	<p>Clarify</p> <ul style="list-style-type: none"> • Can you help me understand what you mean by _____? • Can you explain what you mean by _____? • I think I hear you saying _____. • Could you say that another way? • I'm confused about _____. Can you please explain it to me a different way? 	<p>Paraphrase</p> <ul style="list-style-type: none"> • I believe that you are saying _____. • Is it fair to say you believe _____? • It sounds like you think _____. • I'm hearing that _____. • In other words, _____. • Let me see if I understand you correctly. I think you're saying _____.

Group Guidelines

1. All members of the group stay focused on the task.
2. All members of the group contribute to the conversation and the task.
3. Noise from group is kept at an appropriate level.
4. Group members respect each other.
5. Group members actively listen to each other.

Group Feedback

Peer Feedback Form

<p>Title of Work:_____</p> <p>Owner of Work:_____</p> <p>Reviewer:_____</p> <p>Strength of Work:</p> <p>Ideas for Improvement:</p>	<p>Title of Work:_____</p> <p>Owner of Work:_____</p> <p>Reviewer:_____</p> <p>Strength of Work:</p> <p>Ideas for Improvement:</p>
<p>Title of Work:_____</p> <p>Owner of Work:_____</p> <p>Reviewer:_____</p> <p>Strength of Work:</p> <p>Ideas for Improvement:</p>	<p>Title of Work:_____</p> <p>Owner of Work:_____</p> <p>Reviewer:_____</p> <p>Strength of Work:</p> <p>Ideas for Improvement:</p>

Creating Classroom Rubrics Utilizing the Life/Career Abilities Database

1

Visit <https://nyctecenter.org/>



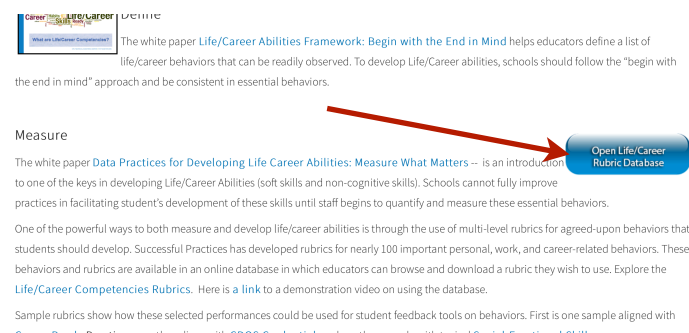
2

From the “Instruction” tab, choose, “Life/Career Abilities.” Visit <https://nyctecenter.org/>



3

Scroll down and click on the tab, “Open Life/Career Ability Database.”



4

Choose as many performance measures as you would like to include in your rubric by clicking the coordinating box.

<input type="checkbox"/>	Leadership	Inspires Others to Do Their Best	Sets aside personal needs and inspires others to perform to their best abilities.	Provides inspiration by demonstrating to others how to perform at one's best abilities no matter the obstacles.	Occasionally inspires others to perform at their best but sometimes allows selfish needs to take precedence.	Allows selfish needs to rule all decisions made.
<input type="checkbox"/>	Leadership	Is Ethical in Using Influence and Power	When in a position of leadership, consistently behaves ethically and with integrity to motivate others to work to their full potential.	Often applies integrity and ethical behavior in leadership positions, thereby influencing others to do likewise.	Does not always consider ethics or integrity in decisions or actions in positions of leadership.	Shows no consideration of integrity or ethical behavior when leading others.
<input checked="" type="checkbox"/>	Leadership	Contributes to the Success of the Group	Consistently requests help at appropriate times and when needed (e.g., knows when to seek help from others or supervisor).	Usually requests help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from others or supervisor).	Sometimes requests help when needed (e.g., asks questions before consulting manuals on policies and procedures, sometimes seeks help from others or supervisor).	Does not request help when needed (e.g., doesn't ask questions of others or supervisor).
<input type="checkbox"/>	Leadership	Uses Interpersonal Skills to Guide Others	Effectively communicates and motivates others to solve group problems.	Frequently communicates and motivates others to solve group problems.	Attempts, but fails to communicate effectively to solve a problem or motivate others.	Shows little interest in working with others to solve problems.

5

Once you are finished chasing the performance measures, click on the "Review/Edit Selections" at the bottom of the page.

<input type="checkbox"/>	Productivity	Is Punctual	Always arrives on time, breaks never exceed allocated time.	Arrives on time, breaks never exceed allocated time.	Usually follows time requirements.	Is a frequent taker of excessive breaks.
<input type="checkbox"/>	Productivity	Exhibits High-Quality Work	Always meets or exceeds expectations for completion of products or delivery of services.	Meets expectations for completion of products or delivery of services.	Meets expectations for completion of products or delivery of services with supervision.	Struggles to meet expectations for completion of products or delivery of services.

Start Prev 1 2 3 4 5 6 Next End
Page 3 of 6

CLEAR SELECTIONS

REVIEW/EDIT SELECTIONS

6

This will bring up a page where you can see everything you've selected. Here, you will have chance to modify your selections if needed.

Selected Performance Measures

CLEAR SELECTIONS

CONTINUE BROWSING

EXPORT CSV

EXPORT PDF

Select	Competency	Performance Measure	Exemplary	Proficient	Developing	Beginning
<input checked="" type="checkbox"/>	Collaboration	Shares Responsibility	Motivates members to share contributions equally by valuing all members' ideas and contributions.	Participates in and contributes to group's work. Values all members' ideas and contributions.	Attempts to share responsibility of group's work, but ends up completing little of the work by disregarding the input of others.	Does very little of the group's work, does not share ideas or respect others' ideas.
<input checked="" type="checkbox"/>	Leadership	Contributes to the Success of the Group	Consistently requests help at appropriate times and when needed (e.g., knows when to seek help from others or supervisor).	Usually requests help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from others or supervisor).	Sometimes requests help when needed (e.g., asks questions before consulting manuals on policies and procedures, sometimes seeks help from others or supervisor).	Does not request help when needed (e.g., doesn't ask questions of others or supervisor).
<input checked="" type="checkbox"/>	Problem Solving	Solves Problems Using Mathematics	Correctly uses mathematical reasoning and processes to accomplish job-specific tasks without aid (e.g., using geometry and algebra to complete work computations).	Correctly uses mathematical reasoning and processes to accomplish job-specific tasks with occasional aid (e.g., using geometry and algebra to complete career computations).	Uses mathematical reasoning and processes to accomplish job-specific tasks with occasional errors (e.g., using geometry and algebra to complete career computations).	Does not understand how to apply mathematical reasoning and processes to accomplish job-specific tasks (e.g., using geometry and algebra to complete career computations).

7

Choose to either download your rubric to a CSV or a PDF.

Selected Performance Measures

CLEAR SELECTIONS

CONTINUE BROWSING


EXPORT CSV

EXPORT PDF

Select	Competency	Performance Measure	Exemplary	Proficient	Developing	Beginning
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[illegible]

9

 TECHNICAL ASSISTANCE CENTER OF NY				
Life/Career Rubric				
School				
Student				
Performance Measure	Exemplary	Proficient	Developing	Beginning
Shares Responsibility	<input type="checkbox"/> Motivates members to share contributions equally by valuing all members' ideas and contributions.	<input type="checkbox"/> Participates in and contributes to group's work. Values all members' ideas and contributions.	<input type="checkbox"/> Attempts to share responsibility of group's work, but does not consistently share the input of others.	<input type="checkbox"/> Does very little of the group's work, does not share ideas or respect others' ideas.
Contributes to the Success of the Group	<input type="checkbox"/> Consistently requests help at appropriate times and when needed (e.g., knows when to seek help from others or supervisor).	<input type="checkbox"/> Usually requests help when needed (e.g., asks questions before consulting manuals on policies and procedures, knowing when to seek help from others or supervisor).	<input type="checkbox"/> Sometimes requests help when needed (e.g., asks questions on policies and procedures, sometimes seeks help from others or supervisor).	<input type="checkbox"/> Does not request help when needed (e.g., doesn't ask questions of others or supervisor).
Solves Problems Using Mathematics	<input type="checkbox"/> Correctly uses mathematical reasoning and processes to accomplish tasks.	<input type="checkbox"/> Correctly uses mathematical reasoning and processes to accomplish tasks.	<input type="checkbox"/> Uses mathematical reasoning and processes to accomplish tasks.	<input type="checkbox"/> Does not understand how to apply mathematical reasoning and processes to accomplish tasks.