

THE IMPACT OF PROFESSIONAL DEVELOPMENT CONCERNING STUDENT
OWNERSHIP ON CLASSROOM PRACTICES

by
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Dedication

This work is dedicated to all the students who were told they could not do something in their life. Never let anyone tell you can't do something! With hard work and persistence, you can achieve any goal that you set for yourself. I believe in the quote that Roy Bennett wrote, "Never stop dreaming, never stop believing, never give up, never stop trying, and never stop learning."

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ABSTRACT

Professional development allows teachers to be life-long learners and grow as educators. Every educator has the potential to grown and refine their teaching skill. In the world of education, there is always more to learn and new skills to gain. The purpose of this study was to determine whether implementation of explicit professional development in the area of student ownership would have an impact on instructional practice. The researcher provided the professional development, and teachers were interviewed prior to, during and after the professional development. This study contributed to the educational practice of providing professional development that meets the diverse needs of teachers and students.

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CHAPTER I: INTRODUCTION

Overview

Pursuing an education does not end when one graduates from college. All professional careers benefit from continuing education that helps the person stay sharp, develop new skills, and refine current skills. The art and science of teaching is constantly changing. Research by Marzano's (2017) supports those teachers who set goals and check for understanding will be effective. When students do not understand, the teacher needs go back and reteach the concept. Positive feedback should be given to help students make progress. In his research, it is suggested that teachers help students relate to new information by chunking the smaller sections and then checking for understanding. Teachers should engage with their students, allowing the students to have voice in the classroom (Marzano, 2017). The more engagement and ownership of the learning, the more students will retain. Many teachers are always trying to find new ways to get through to their students. Through job-embedded professional development, teachers can prepare their students to succeed in a changing world. In many cases, students benefit directly when teachers participate in professional development.

The benefits, however, do not always carry over to student learning. Slepko (2008) shared that professional development cannot be expected to provide higher student achievement immediately. Changes in pedagogy take time. Guskey & Yoon (2009) stated that "effective professional development requires considerable time, and that time must be well organized, carefully structured, purposefully directed, and focused on content or pedagogy or both" (p.499).

According to Maldonado and Victoreen (2002), “Professional development alone will not cause educational reform, but when viewed as part of a comprehensive change process that is multi-faceted, improvements will inevitably follow” (p.10). This reinforces the importance of considering the many aspects involved with working toward change.

Background

Professional development changes teachers into better and more fitting educators by enabling them to design relevant and tailored course instructions for today's students. Research by the U.S. Department of Education’s Institute of Education Sciences states that student achievement can improve by as much as 21 percentile points as a result of teachers’ participation in well-designed professional development programs.

Research by Sparks and Hirsh (2000) supports that professional development connects content area to educational pedagogy. It also creates opportunities for collaborative planning and expands the teachers’ repertoires of research-based instructional methods (Sparks & Hirsh 2000).

There are many different types of students that walk into classrooms today. Some students come to the classroom curious; they enjoy school, grow, and learn in the classroom. There are also students who have their head on the desk, do the bare minimum, and do not care about school.

Students in the classroom need to see, think, wonder through today’s content, new ideas, and concepts instead of being told the right answer. The 21st century world demands that teachers shift their strategies to a more student-centered approach while at the same time retaining the elements of repetition and memory work that helps the students move toward mastery. When students are invested in their learning, they retain much more information. Research by

Fertazzo(2017) supports students who set goals, come up with a plan for reaching these goals, and then keep track of their progress towards these goals, learn more and do better in school than students who do not (Fertazzo, 2017).

Hattie (2011) study found the following:

Feedback given to students about their individual goal that is “forward looking,” allows students to not only see where they are but also gives students a chance to direct themselves down new learning paths if students can “see themselves as the owner of their own learning” (p.132).

When students see the value in what they are learning, students starts to have ownership of their own learning.

Purpose of the Study

In the educational process, teachers play a major role. Teachers should be at the center of the development of education. It is important for teachers to have professional development that fosters the growth that can be used for further development. According to Joyce and Shower (2002) professional development has been defined as when “a community of professionals come together who study together, put into practice what they are learning, and share the results” (p.4). Broader in scope than just career development, professional development has additionally been defined by Glattenhorn (1987) as a “growth that occurs through the professional cycle of a teacher” (p.10). Research by Cochran and Lytle (2001) supports professional development and other organized in-service programs are planned to foster the growth of teachers that can be used for their further development (Cochran, & Lytle, 2001).

Research by Darling-Hammond (2013) proposed that professional development must be collective and build coherence and collaboration among faculty to impact teacher practices.

Coherence and collaboration can be fostered through work that is connected to teachers' work with students, relevant to everyday classroom practice, and supported through coaching and quality feedback. In addition, the work should be focused and purposeful. When teachers experience focused learning, there is a link to improved classroom practice (Darling-Hammond, 2013)

Professional development is a key piece of true reform and change in education. Research by Tucker's writing in the *Fixing our National Accountability System* (2014), supports that to have true reform and change in education we need to change some current practices relating to teacher professional development. Changes need to be made to how a teacher's time is spent when working. He writes at least 25 percent of teachers' time in schools should be spent working with other teachers on curriculum development, instructional methods, and lesson planning. He also writes teachers should have a peer-to-peer accountability system that can help teachers grow professionally (Tucker, 2014). Research by Guskey (2002) supports the purpose of professional development should be to change teacher practice which will in-turn benefit students in the classroom. He also stated that educators must maintain new knowledge of trends and research in education and be willing to put it into practice, which will in turn affect classroom practices and student progress (Guskey, 2002). Research by Champion (2003) supports that regular opportunities and experiences for professional development over the past few years have yielded systematic growth and development in the teaching profession (Champion, 2003).

Research by Guskey and Anderson (2008) supports many students in and outside the classroom do not have enough chances to learn about sharing, establishing rules, fairness, and responsibilities. With the lack of learning to share, establishing rules, fairness, and responsibilities, students are often in trouble for not showing personal reasonability for their

actions. Teachers can teach students a variety of instructional and management practices that will encourage students to develop a sense of responsibility. Some practices teachers can use are letting students decide how to use their time, choosing classroom rules, work locations, and tasks, developing rubrics and developing student ownership (Guskey & Anderman, 2008).

Research by Platz (1994) supports students take ownership for their learning when they are included in how the learning process takes place. Students feel connected, engaged, and are meaningfully involved when they are addressing relevant issues that reflect their interests, passions, and identities (Platz, 1994). Research by Fledcher (2008) supports curriculum, leadership activities, extracurricular programs, or roles that students consistently identify as meaningful enable students to have ownership of their learning experiences. Schools can involve students in building ownership in schools by promoting students as planners, teachers, partners, and shared decision makers in the learning process (Fledcher, 2008).

Research by the National Center for Education Statistics (2008) supports students are more fulfilled, more academically productive, more likely to contribute in school activities, and better behaved when they are encouraged to take responsibility and ownership for their learning (National Center for Education Statistics, 2008).

Statement of the Problem

“This study addresses the problem of: in the educational system today, teachers have been asked to make ambitious and complex instructional changes. With all those changes in the education world, teachers need more than being told what to do. They need to be shown how to implement effective instructional practices.” According to Little (1993), “Teachers must engage in experimentation- discover and develop practices that embody central values and practices through professional development” (p. 133) Teachers are problem posers and problem solvers; they are researchers, and they are intellectuals engaged in unraveling the process both for

themselves and for their students” (p. 112). Research by Sander, Wright, and Horn’s (1997) supports one of the highest factors of influence on student learning is an effective teacher, and effective professional development can help teachers increase their effectiveness in the classroom (Sander, Wright, Harlow. 1997).

Research by the Social Justice Solutions (2015) supports that student’s do better with a teacher who has gained a deeper understanding of how students learn through professional development. Teachers who go through professional development are more likely to pose more complex problems to students, more likely to work to understand how students process problems, and more likely to help students find different and more effective ways to answer them (Social Justice Solutions, 2015).

“This study also addresses the problem of: moving students from submissively approaching their own individual learning educators need to guide students to take ownership of their own learning. Education traditionally has been students are sitting in rows in one direction, the teachers stand in the front of the room and gives all the knowledge to the students. The students then take some form of assessment to see how much they listened to the teacher. Where is the critical thinking, the problem solving, the creativity, curiosity, and the inquiry?

The role of the teacher in a classroom where the students take ownership of their learning is crucial to the success of students taking ownership of their learning. Duffy and Cunningham (1996) note that

"While the focus of current constructivist educational theory is on the students’ struggle with a problem, this should not be taken to suggest that there is no role for the teacher beyond developing and presenting problems. The teacher plays a central role, indeed, a role that we suspect is more central than in most

instructional design frameworks."

John Dewey made an account on the role of the teacher (Dewey, 1929):

There is a present tendency in so-called advanced schools of educational thought...to say in effect, let us surround pupils with materials, tools, appliances, etc., and let the pupils respond according to their own desires. Above all, let us not suggest any end or plan to the students; let us not suggest to them what they shall do, for that is unwarranted trespass upon their sacred intellectual individuality since the essence of such individuality is to set up ends and means. (p. 180).

Dewey viewed the teachers as responsible for setting parameters on the activities of the learners to retain a focus on the domain of study (i.e., set goals and suggest plans). In the traditional classroom teachers work hard to prepare lessons.

Organizations around lessons is through the interpretation of the teachers. The students task is to learn the teacher's interpretation and understanding of the lesson. Thus, the learning is owned by the teacher and forced on the students. The learning objectives are specified by the teacher and success is determined by the teacher. Therefore, in reality students are performing learning lessons for the teacher.

Research by Platz (1994) supports when students feels ownership of their learning, they have a sense of accomplishment toward their learning goal(Platz , 1994).When a student learns more and develops their learning, it is necessary for the student to have an interest in learning. Every student should have a sense of ownership to satisfy his interest in learning.

Definition of Terms

The following definitions of terms were used for this study.

Learning Ownership: For the purpose of this research, learning ownership was defined as students' abilities to make choices and be autonomous in the organization (e.g., choice of course members, evaluation, due dates, rules), procedure (e.g., materials used in learning, ways to demonstrate competence), and cognitive (e.g., multiple approaches with multiple solutions to problems, sufficient decision-making time, re-evaluation of errors) outcomes of their coursework (Stefanou, Perencevich, & DiCintio, 2004).

Self-efficacy: For the purpose of this research, teacher efficacy was defined as a person's belief in their own ability to succeed in specific situations or accomplish a task (Bandura, 1993).

Student Ownership: For the purpose of this research, student ownership is defined as a complex, multifaceted process that captures the relationships that students build between themselves as youth and as learners with the content they aspire to participate in and the context in which that participation takes place (O'Neill & Barton, 2005).

Instructional Practice: For the purpose of this research, instructional practice was defined as specific teaching methods that have been identified by research on student learning, that guide interaction in the classroom, and have been used by teachers to efficiently move students forward in their learning. (Roehrig, Turner, Grove, & Schneider, 2009).

Job-embedded Professional Development: For the purpose of this research, job-embedded professional development was defined as teacher learning that is grounded in day-to-day teaching practice and is designed to help teachers acquire content-specific instructional practices with the intent of improving student learning. Job-embedded professional development occurs during the workday and in the workplace (Guskey, 2003; Guskey, 2009).

Summer Institute: For the purpose of this research, summer institute was defined as a professional learning event where teacher came to learn student ownership methodologies and strategies to successfully implement student ownership in their school.

Significance of the Study

All teachers can benefit from professional development. Professional development keeps teachers motivated and helps teachers gain confidence to overcome challenges in the classroom. Professional development is about preparing teachers to be the best they can be. Through this research, school districts, teachers, and school administration were provided with information about the benefits of specific professional development aimed at increasing student ownership in the classroom. Classroom teachers and schools were the main recipient of this study. Teachers benefited in gaining instructional strategies to increase student ownership in the classroom. Educators benefited from the knowledge they learned through job-embedded professional development.

In addition to the education community, this research could aid school district, businesses, state education departments that provide professional development to teachers. This study gave all stakeholders relevant information about professional development that could change teacher practices and teach students to take ownership of their learning. This study addressed the needs of the educational community who make every effort to effect teacher practice and the needs of the teacher who are determined to influence students in the classroom.

Process to Accomplish

An action research design guided the research for this dissertation. Researcher by Creswell (2015) supports that in a school setting; action research typically addresses specific problems and finds solutions for improvement within the school. A convergent mixed method design of action research using quantitative and qualitative sources of data was used to answer

the research questions (Creswell, 2015). During this study, qualitative data was gathered in three ways. During the study, quantitative data was also gathered.

A survey was sent to participants three different times during the duration of the study. The same survey was sent to the participants all three times during the study. The survey was sent out to the participants before the study started. The survey was sent out while the participants were participating in the study. Then the survey was sent again after the participant were working with students in their classroom.

Three interviews were conducted during the duration of the study. The interviews were conducted before, during and after the study was complete. The participants answered, broad interview questions. The answers were analyzed for trends and commonalities through transcribing, coding, and categorizing (Creswell, 2015).

Teacher artifacts were collected during the summer institute. The participants had journal writing during the summer institute. The participants answered broad journal prompts. The data was also obtained through journal entries. The answers were analyzed for trends and commonalities through transcribing, coding, and categorizing (Creswell, 2015).

Quantitative data was gathered using classroom observation of teachers who went to the summer institute and classroom observation of teachers who did not attend the summer institute. Quantitative data was obtained using instruments to compare the data. The numbers were analyzed using statistics and presented as evidence in the research study (Creswell, 2015).

To confirm the evidence from all the methods of data collection, triangulation was used. The triangulation process forces the researcher to look at all the data from the research and look for themes found in all the areas. Triangulation allows the research to be accurate due to multiple sources being analyzed for relationships and trends. Research by Creswell (2015), supports that

drawing conclusions from multiple sources of data gives credibility to the research (Creswell, 2015).

Data collection

The researcher was granted permission to conduct the action research by the university during the summer of the 2019 school year. The action research was done over the summer of 2019. The participants all signed an informed consent statement for participation in the study. This consent gave the researcher permission to give them the same pre/post survey, conduct pre/post interviews, and keep a journal about student ownership. Additionally, participants agreed to participate in a two-day summer institute. The researcher conducted an action research plan using a pre-survey, post-survey, pre-interview, post interview, and a two-day summer institute to find if there was an effect on instructional practices after the professional development regarding student ownership in the classrooms.

All the participants completed a survey about their current mindset regarding instructional practice to improve student ownership before and after receiving professional development regarding student ownership. Participants filled out demographic questions related to current assignment, teaching experience, degree held, and number of years teaching. The survey also had Likert scale that answered the questions using 1-5 to rank participant's current mindset regarding student ownership. After receiving the professional development, the survey had the same Likert scale but was followed by open-ended questions about the impact of the professional development sessions on the participant's classroom practices. All the participants completed a pre and post phenomenological interview with the researcher. The researcher used the standardized open-interview questions during the interview.

The researcher asked demographic questions and knowledge questions during the interview with the participants. The questions asked during the interview were open-ended questions. The participants were asked sixteen questions that focused around student ownership of learning.

In between the interviews and the surveys, the teachers received two days of professional development sessions on student ownership. The summer institute was held on July 8, and July 9, 2019. Each session lasted from 9:00 to 1:45. The summer institute were based on Crowe and Kennedy book *Developing Student Ownership*. Session 1 focused on curriculum (developing students to own what they are learning) Session 2 concentrated on instruction (developing students to own how they are learning). Session 3 focused on assessments (developing students to own how well they are learning) and focused on climate (developing students to own their role in the class). Each session involved presentation of new material and then participation interaction. All participants reflected on the new learning and application in their classroom at the end of each session in a journal.

Summary

With the ever-changing educational reform efforts in the United States and globally we are setting bold goals for students learning. Numerous factors interject on students achieving these goals. Classroom changes being made by such reform are the responsibility of the teachers (Fullan & Miles, 1992; Spillane, 1999). Change in the educational reform effect will call for a great deal of learning on the part of the teacher and the teacher will need support (Ball & Cohen, 1999; Putnam & Borko, 1997; Wilson & Berne, 1999). Teachers, policy makers, and educational researcher call for effective professional development opportunities for teachers. Professional development opportunities will help the teachers to improve their knowledge, develop new, and improve already exciting instructional practices.

CHAPTER II: REVIEW OF LITERATURE

Introduction

Classrooms need to change from the current practice that teachers stand at the front of the room and give the students all the knowledge to the students. Students need to be taking ownership of their own learning. Research by Champion (2003) supports students thrive more when they are explicitly taught and understand the purpose of their learning (Champion, 2003) Teachers promoting the concept of ownership in their classrooms, can motivate students to succeed in the classroom and outside the classroom.

It is important that schools can meet the needs to provide all students with rigorous learning experiences. Research by Sykes (1999) supports for teachers to engage all students at high levels, teachers must be skillful of far more complex forms of instructional practices than any time before (Sykes, 1999). Research by Erkins, Schimmer, and Vagle (2017) supports in classrooms today, teachers need to understand how to have instructional agility. To engage all students at a high-level, teachers need to be able to instantly respond to what is happening because of their instruction and make real-time changes within the lesson (Erkens, Schimmer, & Vagle, 2017). According to Williams (2011), “Teachers need professional development because the job of teaching is so difficult, so complex, that one lifetime is not enough to master it” (p. 28). Professional development for teachers is key to giving all students rigorous learning experiences. According to Guskey (2000), “Schools will not improve unless the administrators and teachers within them improve” (p. 37). In classrooms today, teachers must be highly trained, highly skilled, and always learning.

Improving teachers instructional practices vary from state to state, district to district, and school to school. Professional development is important in regards to changing teacher's pedagogical practices. Abundant evidence confirms that the most important factor in student learning is the quality of the classroom teacher. In Darling-Hammond (1999), study found the following:

...when aggregated at the state level, teacher quality variables appear to be more strongly related to student achievement than class sizes, overall spending levels or teacher salaries. Given that the expertise of a classroom teacher highly influences student learning, then teacher learning becomes a key component of the success of educational reform today(p. 29).

Improving instruction in the classroom requires training teachers. Research by Sykes (1999) supports there is a connection between professional development and high- quality teaching. Teachers teaching high quality instructional practices should lead to improved achievement for students. There is a connection between the learning opportunities provided to teachers and the eventual learning of students. His research backs the idea that teachers should be engaged in content-specific professional development to improve their teaching practices and which positively influenced the student learning (Sykes, 1999).

The purpose of professional development is to change classroom practices that in turn influences student learning. However, teachers need to have the knowledge and ability to implement new learning from a professional development. For classroom change to happen teachers have to experience success, which in turn affects the students in a positive way. Research done by Guskey(2002), Joyce and Shower(2002) supported when teachers apply instructional strategies they learned from professional development, teachers experience

increased collaboration with coworkers and an increased sense of school community (Guskey, Joyce, & Shower, 2002).

Historical Perspective

Research done by Speck and Knipe (2001) supports that before the 1950s few researchers had studied and wrote about professional development in the field of education (Speck & Knipe, 2001). Back in the 1950's teachers normally had their professional development before becoming a teacher. Teacher training was set up to provide teachers with the skills they would need to support them professionally. The responsibilities of continuing to have professional learning was on the individual teachers (Speck, & Knipe, 2001).

Research done by Sieveke-Pearson (2004) supported that starting in the 1960s professors and teachers created professional development kits. The kits contained everything a teacher would need to be professional trained for the school year. Starting in the 1970s, professional development changed from professional development kits toward a practice that is currently still in place. Teachers were given professional learning for activities that teachers could immediately use in the classroom. The only problem in the 1970s is that the creators of the professional learning did not consult teachers to find out what the student's needs were. By the 1980's teachers were looking at research on teaching and learning. The focus of the workshops and seminars was related to content knowledge and teaching strategies. The term professional development was coined as a result (Sieveke-Pearson, 2004).

The current literature on professional development, professional learning and/or staff development covers a wide range of professional jobs. Research done by Joyce, and Showers (1980) supports that in the current literature the common theme within all the fields is the point

that professional development is to enhance the skills and knowledge of the participant (Joyce & Showers, 1980).

Research by Cevone, and Cushman (2015) supported that Francis Parker became superintendent of a school district in Quincy, Massachusetts in 1875. As superintendent, he prohibited standardization, rote learning, and the grading and ranking system. He encouraged for the curriculum and instruction be focused on developing the whole child (Cevone, & Cushman, 2015). According to John Dewey labeled Parker the “father of progressive education” (p. 4).

Research by Dewey supported that schools should educate the whole child and students should be involved in making decisions about their education (Dewey, 1900). According to John Dewey (1900), “the child becomes the sun about which the appliances of education revolve; he is the center about which they are organized.”(p.19). Dewey disputed that students need to be engaged in meaning activities, invested in what they are learning, participate in the classroom democracy, and that the curriculum is relevant to their lives(Dewey, 1900).

Research by Neal (2011) supported that William Kilpatrick was a student of Dewey through the great depression and World War II era. He taught the principals of progressive education to teachers and school leaders around the United States (Neal, 2011). In the 1950’s during the Cold War time there was skepticism around progressive education was growing. Progressive education was being looked down upon (Neal, 2011).

Research by Drimmond (2017) supported that in the 1970s, progressive education tried to make a comeback. The movement for a short time led the creation to open-classroom schools. No sooner did the progressive movement start it faded and ended in backlash, and there was a call for schools to go back to basics (Drimmond, 2017).

Theorist, educational reformers, and research started writing about the benefits of student taking ownership of their learning and students being the center of their learning. Progressive education made a comeback in the 1980s. The Coalition of Essential Schools was started which was a widespread national movement of schools that put students at the center of their own learning (Coalition of Essential Schools, 2017).

Student Ownership

Research done by Guskey and Anderman (2008) supported students, in and outside the classroom, do not have many chances to learn about sharing, establishing rules, fairness, and responsibilities. With a lack of opportunities to learn to share, establish rules, practice fairness, and develop responsibilities, students are often in trouble for not showing personal responsibility for their actions. Teachers can however, teach students a variety of instructional and management practices that will encourage students to develop a sense of responsibility and ownership in their learning. (Guskey & Anderman, 2008).

What is Student Ownership? In the research, student ownership is often lumped in with student empowerment, student voice, and student engagement. These things are not the same. Research done by O'Neil, and Barton(2005) supported that student ownership is defined as a complex process that looks into the relationship that students build between themselves, as youth and as learners, with the lessons they aspire to participate in and with the lessons in which participation takes place (O'Neill & Barton, 2005).

Research done by National Center for Education Statistics (2008) supports that in the classroom, teachers and students commit to a mutual investment, dedication, relationship, practice, school culture, and other things. Student ownership is not possible without all the school staff seeing the student as essential, powerful, and being an important partner in the

different avenue of daily life in a school. When the school staff is fully committed in student ownership, they will integrate the students whenever they can. Students are happier, more academically productive, more likely to participate in school activities, and are better behaved when they are encouraged to take responsibility and ownership for their learning (National Center for Education Statistics, 2008).

Student Ownership through the Years. In reviewing the literature, having students take ownership of their learning or moving to change the role of students is not a new thing. John Dewey (1900) referred to this early in the twentieth century. In the twentieth century, other researchers had been in agreement with Dewey that student's roles needed to change. The concept of students taking ownership and participating in their own learning has not been widely accepted in the classroom. In the traditional classroom, students receive the knowledge from the teacher instead of being an active member in acquiring the knowledge (Dewey, 1900).

According to Shively (2000), "The research on school improvement indicates that educational reform is one of innovation that is done to students in order to improve student achievement. Virtually none of the major presentations includes the notion of educational reform that is developed and implemented with students" (p. 3). According to Soo Hoo (1993) "We listen to outside experts to inform us, and consequently, we overlook the treasure in our very own backyards: our students" (p. 391).

Present day research has been looking at alternatives to the traditional view of students in the educational process. Research done by Rudduck, Day, & Wallace (1997), Erickson & Schulz (1992), and Nieto (1994) supports the consensus is that students must be given opportunities to assume ownership and responsibility while becoming personally and socially responsible adults. When students have increased responsibility and ownership in their learning, it increases student

leadership roles in school and classroom decision making (Rudduck, Day, & Wallace, 1997, Erickson & Schulz, 1992, & Nieto ,1994)

Foundations of Student Ownership: Sharing the Learning Process with Students. In education, there has been a longstanding trend of students having little input into what they learn on a daily basis. Some school leaders and researchers are realizing that only giving teachers and parents the ability to make decisions is not enough. In the report “Breaking Ranks: Changing an American Institution” (1996), the National Association of Secondary Principals (NASSP) called for an expanded notion of school leadership, one that includes students as well as the principal, teachers, parents, and other adults. The United Nations Convention on the Rights of the Child (Article 12) states the right of children to express their views upon all matters affecting them and for these views to be given due weight in accordance with their age and maturity.

Several authors have suggested that teachers should share their authority with their students. Boomer (1992), Routman (1991), Shannon (1991), and Wilson and Wing Jan (1993), use the term negotiation to describe the sharing of authority between a teacher and students. When educators invite students according to Boomer (1992) “...to contribute to, and to modify, the educational program, they [the students] will have a real investment both in the learning journey and in the outcomes” (p. 14). According to Wilson and Wing Jan (1993) “Negotiation is the involvement of students in decisions about their own learning. With the teacher’s guidance, the students may make decisions about what, when, and how to learn and why this learning is necessary” (p. 55). Research by Routman (1991) supports the idea of negotiation to curricular issues, including the prescribed curriculum. Routman (1991) study found

“Negotiating the curriculum also means finding our own answers for what should be taught as well as working through problems in our own way. It means deciding what to

read and write and being able to make responsible choices and decisions. Negotiation of the curriculum also means sharing the responsibility for the learning with the learners” (p.18).

Research by Camboume (1995) supports that educators should share the reasonability of learning with the students. “Transformational” is the term Camboume coined to describe the process that occurs as students transform teacher demonstration or modeling into pieces that are understandable to them. For example, when learners explain a concept in their own words, they have transformed their knowledge and made that knowledge their own (Camboume, 1995).

When teachers share their authority with students, they spend more time observing children at work and conferring with them to help make the most out of their learning. According to Goodman (1986) “Teachers seek to create appropriate social settings and interactions, and to influence the rate and direction of personal learning. Teachers guide, support, monitor, encourage, and facilitate learning but do not control it” (p. 29).

Research done by Camboume (1988) supports when teachers support students learning to take ownership in their learning, trust between the teacher and the students must first be in place. If this basic trust is not established, the students will have a difficult time accepting that they actually do have choices, and the teacher, most certainly, will have trouble letting go of some of that power (Camboume, 1988). Research done by Wilson and Wing (1993) believe that this trust will ultimately lead to teamwork between the teacher and students. According to Wilson and Wing (1993) “Students and teachers work together to decide actions that are acceptable to, and beneficial for, all participants” (p. 56). Trust, therefore, is a fundamental ingredient in negotiated student ownership of learning.

Increasing Student Ownership through Building Teacher/ Student Relationships.

Teachers are often not aware of how to share power with students because it implies giving up classroom authority and control. Researchers, however, find just the opposite: When teachers form strong relationships with students that include sharing power and support for students' autonomy, students are more likely to recognize the legitimacy of the teachers as authority figures.

Research by Graça, Calheiro, & Barata (2013) support that when teachers focused on interpersonal relationship strategies that take student interests into account, presented options, and minimized the use of forced strategies resulted in students seeing teachers exercising their authority legitimately. If students, however, are in an environment that does not support their autonomy (or share power), they are less likely to see teachers as legitimate authority figures (Graça, Calheiro, & Barata, 2013).

Research by Kirk, Lewis, Brown, Karibo, and Park (2016), supported when high school students feel more empowered in learning, they are more likely to report higher grades, higher educational aspirations and fewer behavior incidents in school. According to a survey of 381 students in five urban high schools the factors that contributed to students feeling more empowered included teachers having positive relationships and sharing power with students and there being a sense of community — relationships with other students — in the classroom (Kirk, Lewis, Brown, Karibo, & Park, 2016).

Student Ownership in the Classroom .Research done by McCombs and Pope (1994) supports students will experience ownership when they can see that they have personal control over thought content and thinking processes, when they can understand the role of thought, and when they know they have the ability to be self-regulating. First steps in helping students feel a

sense of control and empowered is to help them increase student awareness in creating thoughts, beliefs, and attitudes to control their learning (McCombs & Pope, 1994). Giroux and McLaren (1986) define student self-empowerment as

“the process whereby students acquire the means to critically appropriate knowledge existing outside of their immediate experience in order to broaden their understanding of themselves, their world, and the possibilities for transforming the taken-for-granted assumptions about the way we live” (p. 229).

Research by Johnson (1991) supports that giving students voice and allowing them to have input leads to an increased sense of ownership and engagement with the school (Johnson, 1991).

For schools to achieve excellence, leaders must give each member of the team ownership (Johnson, 1991). According to Johnson (1991) “if we expect students to achieve, they must be treated as members of the educational team; being a member of a team means having a chance to contribute” (p. iii). Also according Johnson (1991) “Students whose input is solicited feel a greater sense of ownership with the educational process, and this, in turn, increases student engagement in all aspects of school” (p. 3).

According to Fred Newmann (1992), engaged students make a “psychological investment in learning. They try hard to learn what school offers. They take pride not simply in earning the formal indicators of success (grades) but in understanding the material and incorporating or internalizing it in their lives” (pp. 2-3). Student engagement and ownership has been found to result in other benefits. Research by Stipek (1996) supports engaged students are more likely to approach tasks eagerly and to persist in the face of difficulty. They are also more likely to seek opportunities for learning when the extrinsic awards are not available (Stipek, 1996).

Finally, when students take ownership in their learning, it can increase school completion. Students taking ownership in their learning teaches valuable skills like setting and attaining goals and helps students develop independence (Uphold & Hudson, 2012). When students have the chance to engage in self-assessment, track their own progress, and communicate their learning, the effects on academic performance can be profound (Black & Wiliam, 1998; Stiggins & Chappuis, 2008). When students have ownership over their learning, their self-determination increases (Wehmeyer, 1996). According to Wehmeyer(1996) Self-determination is defined as “acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference” (p. 22). According to Halloran (1993), Teaching students to become self-determined people is an “ultimate goal of education” (p. 214) which increases student ownership and the ability to self-assess performance.

Student Ownership Strategies for the Classroom. Finding ways to motivate students to learn is an on-going task for educators. Research by Platz (2004) suggests that the need to motivate students today is greater than in the past. Teachers have made every attempt to motivate students and to enhance their learning by creating incentive programs, fostering self-concepts, and by establishing positive classroom environments. Many of these efforts have met with some success and have given momentum to the exploration of additional strategies to motivate and enhance student learning (Platz, 2004).

To build student ownership in the classroom, teachers need to align instructional practices to include clear integration of self-regulation strategies to identified learning objectives and strategies to acquire new learning through student ownership. Chan, et. al. (2014) study found the following:

“Although students can participate self-regulation specific to identified learning objectives and strategies to acquire new learning across all subjects, be involved in, and likewise engage in activities in their classrooms, these behaviors do not necessarily support improved student achievement. However, when teachers take time to empower students by teaching them how to take an active role in their education and providing them opportunities to do so, student engagement contributes to the goal of improving student achievement” (p. 105) .

Some strategies that teachers, principals, coaches, or other adults throughout schools can do to support students to own their learning are listed below.

Research done by Platz (1994) supported that student directed planning is a strategy that teachers use in the classroom that teaches students to take ownership for their learning .The main goal of the strategy is to have students included in the why and how of the learning process. Through the student directed planning strategy, students take responsibility for their own learning. The student directed planning program is implemented through four stages. The strategy can be used in any number of areas within the curriculum. It's use with spelling, vocabulary, conventional or creative writing, or learning math facts are a few possibilities (Platz, 1994).

Stage 1: Examples. Initially, a number of varied activities are provided for students by the teacher as examples for their own future planning. To use reading as an example, the teacher might select activities from the spelling text or other original activities for several weeks. The teacher includes activities that allow students to read words, analyze reading patterns, use spelling in writing activities and so forth. Students are required to use these examples during the week. An amount of time each day (5 to 10 minutes) is provided by the teacher (Platz, 1994).

Stage 2: Student Selected-Teacher Activities. After a number of the teacher-selected activities have been used by students, the teacher provides a number of options for students to choose from. Student task-sheets or planning guides can be used by students to list their selected activities. Students take the responsibility to plan the activities they will use to learn the skill or concept. The teacher provides time each day for students to implement their plans. The teacher selects other strategies at the end of the week to determine if the planning activities were met and assesses student performances (Platz, 1994).

Stage 3: Student Selected-Student Activities. When students demonstrate success with stage 2, they begin to select activities previously provided by the teacher or plan their own original activities. At the start of the week, task sheets or planning guide are filled out by the student. A teacher can have brainstorming sessions to create a larger pool of activities for planning. The teacher identifies the time for students to carry out their planned activities, or students can begin to schedule their own work time with guidelines set by the teacher. The teacher provides options for students to choose from for their weekly assessment. If the students do not meet weekly goals, adjustments in planning are made by the teacher for the following week (Platz, 1994).

Stage 4: Student Directed Planning. Students plan their own learning activities for the week. They submit their task sheet or guide to the teacher at the beginning of the week. The teacher can schedule work times or the student can take on responsibility for scheduling time. Students indicate in their planning how they choose to have their performance assessed. The teacher monitors the progress being made by students and assesses the performance for the students using the student-selected assessment activity. Students take total responsibility for planning, scheduling, and assessment under their teacher supervision (Platz, 1994).

Wang's (1980) Adaptive Learning Environment Program model objective is to ensure achievement of basic academic skills and other educational outcomes, including students' positive self-perceptions of academic and social competence, sense of responsibility for their own education and the broader community, and competencies for coping with the social and academic demands of schooling. The model focuses on integrating features that include theory, research, and practice that have been shown to be instructionally effective (Wang's, 1980).

Self-Efficacy

Research done by Clark, & Bates (2003) supports that self-efficacy is an idea that has influence over choice, effort and persistence when faced by obstacles while in connection with the emotional state of a person. Self-efficacy task specific focus differentiates it from other concepts like self-esteem or confidence (Clark, & Bates, 2003).

Research done by Bandura (1986) supports that an individual's self-efficacy beliefs are developed from distinct sources of information that can be delivered through social evaluation as well as a person own direct experience. Self-efficacy is a main idea of social-cognitive theory as it describes how people can achieve a sense of support in their lives. Self-efficacy has a connection with an individual's eagerness to engage in a task, and the amount of effort and persistence an individual is willing to apply as they encounter difficulties while performing the task (Bandura, 1986).

The concept of teachers' self-efficacy was first theorized and measured by the RAND Corporation in a study. The study conducted by Armor, Conroy-Oseguera, Cox, King, McDonnell, Pascal, A., Pauly, & Zellman(1976) aimed at examining school and classroom factors and their connection to the reading scores of students in an urban Los Angeles, CA school district.

The results of the RAND study showed that teachers with high self-efficacy significantly improved student's reading scores. Teachers' self-efficacy became a viable idea to study because of its increasing effect on student learning. The RAND study, along with Albert Bandura's (1986) theory of self-efficacy, provided the theoretical framework for the concept of teacher self-efficacy.

Self-Efficacy Defined. According to Bandura's (1994) theory of self-efficacy, he defines self-efficacy as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave" (pp. 71-81). According to Guskey and Passaro¹ (1993) defined self-efficacy as "teachers' belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated" (p. 4). Teachers self-efficacy is seen as a teacher's ability to teach their standards to all their students no matter what a teacher's personal belief of competency. This belief affects the teacher's behavior in the classroom (Tschannen-Moran, Hoy, & Hoy, 1998).

Self-Efficacy and the Impact on Teacher Behavior. Research by Ashton & Webb (1986) supported that teachers who have high teacher self-efficacy bring high student engagement that results in more students taking accountability for their learning in the classroom. In the study, the researchers identified behaviors that teachers had in place that had high self- efficacy. The first behavior noted was having classroom management strategies in place that brought a positive atmosphere of low conflict and a helpful community. Teachers with low-efficacy were linked to negative comments about students and a classroom environment that had conflict. Classroom management structures were found to be embarrassing and punitive,

and classroom discipline problems were a regular occurrence with teachers who had a low sense of self-efficacy (Ashton & Webb, 1986).

The second teacher behavior noted from teachers with high self-efficacy was a positive view of all students. Teachers with a high sense of efficacy were more likely than their low-efficacy counterparts to define low-achieving students as reachable, teachable, and worthy of teacher attention and effort. Although low sense-of-efficacy teachers were threatened by the lack of discipline, motivation, and achievement, they saw in their classes, teachers with a high sense of efficacy were more able to rise above these threats. In fact, many high sense-of-efficacy teachers took pride in their ability to teach the very students their colleagues defined as unteachable. (Ashton & Webb, 1986).

The third behavior connected to teachers with high self-efficacy was an ability to keep students and themselves on task. When the students are doing their work, teachers walk around the classroom to check for understanding, give guidance when needed, and encourage students as they work. Teachers spend more of their time with students individually using techniques such as coaching, praising, and rewarding effort, monitoring student behavior, and demonstrating an overall “concern for student learning” (Ashton & Webb, 1986, p.86). Teachers with a high-self-efficacy did not use this time and focused on the academic needs of their students (Ashton & Webb, 1986)

Self-Efficacy and the Impact on Teacher Instruction. Research by Gibson and Dembo (1984) supported that teachers' self-efficacy is significantly related to teachers' use of instructional time, use of small group instruction, sense of responsibility for student learning, and their willingness to attempt wide-ranging strategies for students who are having difficulty learning. They also determined that teachers with high self-efficacy respond more actively to

unmotivated students while teachers with low self-efficacy give up more easily in the face of difficulty (Gibson & Dembo 1984). Research by Tschannen-Moran, Hoy, and Hoy (1998) support that teachers with high self-efficacy were more likely to think the regular education classroom was the most appropriate placement for students with learning and behavior problems as opposed to a special education classroom (Tschannen-Moran, Hoy, & Hoy, 1998).

Research by Bandura (1997) states that teachers' self-efficacy about themselves influences learning environments they create for students' learning in their classroom. Teachers that have strong self-efficacy believe that difficult students can be teachable and learn. Teachers with low self-efficacy believe that there is little they can do to teach students with difficult behaviors. Teachers with low self-efficacy believe that student success is controlled by external factors such as school environment. Teacher's self-efficacy beliefs, therefore, determine teachers' pedagogical actions and the consequences of these actions (Bandura, 1997).

Bandura (1997) states that,

“Teachers who believe strongly in their ability to promote learning create mastery experiences for their students, but those beset by self-doubts about their instructional efficacy construct classroom environments that are likely to undermine students' judgments of their abilities and their cognitive development.”(p. 241)

In a study by Holzberger, Philipp, and Kunter (2013), an association was found between teacher self-efficacy and instructional quality. A survey was given to teachers and students over one school year about teacher self-efficacy and instructional quality. The researchers found that teachers with high self-efficacy had high-quality classroom management, used complex learning tasks, and monitored and provided support for individual learning. These classrooms also experienced high levels of thinking and reasoning. In addition, it was revealed that teacher self-

efficacy changed over the course of the school year; self-efficacy, however, increased as students had more mastery experiences in the classroom leading to the conclusion that the higher the teacher self-efficacy the higher the quality of classroom instruction (Holzberger, Philipp, & Kunter, 2013).

Self-Efficacy and the Impact on Student Achievement. There are studies that established that teachers with high levels of self-efficacy concerning their ability to teach could result in greater student achievement across a range of academic subjects. Research by Ross, Hogaboam-Gray, and Hanay (2001), supported that students taking a computer course with a teacher who had high self-efficacy for computer skills instruction did better academically than students with a teacher who had low self-efficacy for the same instruction(Ross, Hogaboam-Gray, & Hanay, 2001). Teachers that have high self-efficacy their students have better outcomes because the teachers are more persistent in helping students who have a harder time learning (Podell & Soodak, 1993) and are less likely to be critical of students that make errors (Ashton & Webb, 1986).

Teachers that experience high self-efficacy positively affect students and their achievement (Bandura & Jourden, 1991; Ashton & Webb, 1986). How a teacher feels about their self-efficacy affects activities they will initiate and how long and how much effort goes in to the activity. When a teacher has a higher sense of self-efficacy, it results in more effort and more attentiveness that will bring change to the teacher's classroom practice and a great capacity for instructional change (Bandura, 1997).

Increasing Self-Efficacy. Woolfolk Hoy (2000) conducted a study done with 53 teachers that moved from student teaching to their first year of teaching. The teachers were given surveys to measure there self-efficacy and what led to an increase in self- efficacy. The researcher results

found that the level of satisfaction with the current position had an impact on self-efficacy, with greater satisfaction showing higher self-efficacy. In the study, the teacher's perception of support led to feeling their teaching assignment being less difficult. Both perceptions led to increased self-efficacy. When the teachers felt an increase in self-efficacy, they also had a feeling of confidence in their ability to manage their classroom and implement new instructional strategies. They found an increase in self-efficacy for all participants that felt supported and satisfied (Woolfolk Hoy, 2000).

Professional Development

In the literature, there are multiple meanings for professional development. Horn (2004) defined professional development as activities in which teachers most recently participated. Others describe professional development as a special event they participate in every year, while others see professional development as something that is required due to written requirements in the teaching contract. Professional development has been further described as a broad range of procedures and activities that adds to the learning of educators (Horn, 2004).

Research by Guskey (1984) supports that professional development is a main factor in nearly every modern plan for improving education. Policy-makers and school districts are recognizing more and more that schools can be no better than the teachers and administrators who work within them. Professional development varies widely in content and format (Guskey, 1984). According to Griffin (1983), the common purpose of professional development is to "alter the professional practices, beliefs, and understanding of school persons toward an articulated end." (Griffin, 1983, p. 2) The result of any professional development is the improvement in student learning. Professional development is a vehicle to bring change to the classroom

practices, attitudes, and beliefs of teachers and learning outcomes among students (Guskey, 1984).

Teachers' Thoughts about Professional Development. Research by the Boston Consultant Group (2014) supports those teachers throughout the United States feel that the current professional development they are taking is not meeting their needs (Boston Consultant Group, 2014). Research by Miles(1995) supports multiple factors that contribute to the professional developments being ineffective for teachers including budget constraints, lack of sustainability, individual needs of the teachers not being met, topics not relating to what teachers need, and the professional development not changing instruction in the classroom (Miles, 1995).

The Nonprofit New Teacher Project (TNTP) (2015) conducted a study in which 10,057 teachers and 566 school leaders were surveyed, and 127 staff members participated in the study. The teachers were split into two categories during the study. One category was teachers that had improved in their instructional practices, and the second group was composed of those that had not improved. TNTP found that 40% of the teachers believed that the professional development they received was worth their time, and 50% of the teachers believed they learned something new to improve their practice. Less than half the teachers who participated felt the professional development was differentiated and focused on individual needs. Finally, the study discovered that one in five teachers was provided with extra support or follow up to what they had learned at the professional development (The Nonprofit New Teacher Project, 2015).

Teachers' Thoughts about Barriers to Professional Development. There are teachers who feel there are many barriers to carrying out professional development effectively. The Teaching and Learning International Survey (TALIS) was given to 5 million teachers in 34 countries to measure teacher perceptions about the obstacles in professional development

(Organization for Economics Co-Operation and Development, 2013). In the United States, 46% of teachers acknowledged that the professional development conflicted with their work schedule. Second, 44% of the teachers acknowledged there was no incentive to go to a professional development. Third, 39% said that the professional development clashed with family responsibilities. Fourth, 31% of teachers felt the professional development was costly. Fifth, 28% of teachers felt that the professional development they took had no personal meaning for them. Sixth, 32% of the teachers felt they had no support concerning the professional development. There are obstacles to professional development that need to be worked on for effective professional development to be implemented for teachers (Organization for Economics Co-Operation and Development, 2013).

Current State of Professional Development in Schools. Research by Darling-Hammond (1997) and Laine & Otto (2000) support that numerous school districts across the United States spend less than 1% of their budget on professional development. School districts budgets are not regularly being used for meaningful professional development for teachers. 90% of professional development offered to teachers is one-time professional development (Darling-Hammond, Chung-Wei, Andree, Richardson, & Orphanos, 2009). One-time professional development is professional development that is offered to teachers in one day with no follow up opportunities for teachers (Bullough, Burbank, Gess-Newsome, Kauchak, & Kennedy, 1998). Most traditional professional developments are created in a top-down manner, which gives little consideration to teacher's needs. In this traditional professional development, teachers do not have a choice on topics or what they will be doing during the professional development (The Nonprofit New Teacher Project, 2015). Numerous teachers cited that professional development

they attend are not engaging, are a poor use of their time, and are not planned well (Boston Consulting Group, 2004).

From January to March 2014, The Boston Consulting Group (2014) led a focus group. The results from the focus group were as follows. Eighteen percent of teachers did not get to choose their professional development. Twenty four percent of teachers have been able to choose professional development a couple of times. Twenty nine percent of teachers were able to choose their professional development sometimes. According to The Boston Consulting Group (2014) majority of the focus group teachers felt their professional development was “a waste of time, not relevant, dull and long winded, and teachers were treated like second graders” (p.11).

Throughout the literature, there are several major factors in teacher’s displeasure with current professional development practices: professional development that is offered as a one day workshop (Copper, 2004; Gulamhussein, 2013); being organized in a top-down manner (Compton, 2010), and topics were unconnected to what takes place in the classroom (Cohan & Hill, 2000). Many professional developments that teachers can take do not correlate with their professional needs (Colbert, Brown, Chio, & Thomas, 2008).

Conventional forms of professional development have been shown to have little effect on educational practices, organizational changes, and student outcomes (National Commission on Teaching and America’s Future, 2002). Current professional development in education requires educators to be active learners in the learning environment (Easton, 2008). Teachers being active learners have implications for students and classroom instruction. A change will be necessary to encourage active learning from teachers and students and to bring shifts in teachers’ attitudes and behaviors. “Professional learning makes change possible.” (Easton, 2008, p.758).

What Type of Professional Development do Teachers want? With the great amount of teacher discontent with current professional development, researchers have studied what professional development opportunities do teachers want to go to. Compton (2010) organized a study in a large suburban school district. Teachers were surveyed about what type of professional development they found most important. The ranking from highest to lowest were what the teachers found important:

1. Teachers want to collaborate with other teachers during professional development.
2. Teachers want to learn new methods of instruction.
3. Teachers want to receive support to reflect on their own classroom practices.

According to Stigler and Hiebert (1999) “Class size reductions, vouchers, and most other popular efforts to improve schools will end in disappointment if they do not fundamentally improve what happens inside classrooms” (p. 3). In order to respond to the call for the improvement of schools, educational researchers came to an agreement that educators need effective professional development in order to meet the educational needs of a diverse population of students (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Elmore, 2002)

Research by Webster-Wright (2009) support that there is a current shift in mindset about professional development among educators. Professional development is changing from teacher learning to teacher development. The shift is centered on teachers developing and learning as they practice the new strategies in their current classroom, thus experiencing the professional learning in context (Webster-Wright, 2009).

Defining Effective Professional Development. Effective professional development can be difficult to define. Most teachers and administrators are required to attend professional

development, but there is no follow-up to determine if anything was applied or changes were made in the classroom. Guskey & Yoon (2009a) shared from their study of *What Works in Professional Development* that “only when gathering data on the effectiveness of professional development becomes a central focus in the planning process will the pool of valid and trustworthy evidence expand” (p. 498). “High-quality” or “effective” teacher professional learning is defined as that which results in improvements in teachers’ knowledge and instruction, and improvements in student learning (Whitcomb, Borko, & Liston, 2009).

Research by Guskey (2002) supports that professional development should be planned effectively for the success of the students and teachers. Professional development should focus on student learning outcomes. After student outcomes have been identified, teachers should then work backwards in planning the professional development to complete the outcomes. Backward planning gives professional development a clear purpose and classifies a goal to measure success (Guskey, 2002).

Characteristics of Effective Professional Development. Research by Gordon (2004) supports the recognition the effective characteristics of teacher professional development. A national study on professional development was conducted that found specific characteristics that are connected to effective professional development. Characteristics that were linked to effective professional development were strong leadership and support, collegiality and collaboration, and data-based development. Some other characteristics included: program integration, a developmental perspective, making a professional development a priority, and incorporating adult learning (Gordon, 2004).

Research by Guskey (2000), supports there are three characteristics of professional development that need to be in place for the professional development to be effective and

impactful. Effective professional development needs to be intentional, ongoing, and systematic. When a professional development is intentional, there are clearly stated goals that are meaningful and can be assessed. The goals are related to the intended outcome from the professional development. The goals also outline the steps to successful implementation. When a professional development is ongoing, teachers learn from students and other teachers. Teachers learning from students and other teacher's present opportunities, which are job-embedded and take place when teachers think about a lesson, during team planning, coaching from a mentor or administrator, or collaborative activities. When a professional development is systematic, it happens over time and is centered on the needs of the school at all levels. Systematic professional development is a reform that improves the organization and all individuals that affect student learning (Guskey, 2000).

Researchers and teachers in education point out that strong leadership and support is essential to the success of professional development for teachers. Leadership can come in many different styles. Leadership can be the principal, assistant principal, another teacher, or district office. The responsibility of the leader is to inspire teachers to take leadership roles and create environments of trust, support, and risk taking (Gordan, 2004, Guskey, 1995, & Timperly, Wilson, Barrar, & Fung, 2007). Research by Harris & Muijs (2005) support that leaders must make professional development a priority for teachers while allowing teachers to communicate with each other. When leaders make professional development a priority, it allows teachers to collaborate on a deeper level, build partnerships, create teacher leaders, reflect on teacher practices, and develop a sense of commitment to professional development among all teachers (Harris & Muijs, 2005)

Strong leadership and support along with collegiality and collaboration are key ingredients for effective professional development. With collegiality and collaboration, teachers and administration work together to plan and implement the professional development (Gordan, 2004).

According to Gordan (2004), the last characteristic of effective professional development for teachers involves collecting and analyzing student data to improve instruction and curriculum for students (Darling-Hammond & Sykes, 1999; Gordan, 2004). Adding student data to professional development allows teachers to identify common misunderstandings, discuss mastery of skills, and investigate what teaching practices need to be changed so students can master a skill or standard. When schools analyze student's data, it allows schools to be purposeful when planning professional development (Educational Alliance, 2005). Teachers can use student data when determine what professional development they should come attended based on their student data (Torgesen, Meadows, & Howard, 2006). When professional developments are planned based on student data and the needs of the students, it improves the pedagogy of teachers and ultimately affects student achievement (Garet, Porter, Desimone, Birman, & Yoon, 2001).

Why Teachers need Effective Professional Development. Teachers and administrators need professional development to be successful and to obtain new knowledge (Guskey, 2000). According to Theriot and Tice (2009), teachers acquire new knowledge by attending professional development training sessions, and then use their new knowledge to encourage new learning in their classrooms. Teachers need to have time to collaborate and learn from other teachers. Teacher also need the time to gain deep content knowledge in the area they teach and analyze student work to see what the students need (Supovitz & Turner 2000). Schools can create this

type of learning environment by moving schools to learning communities where teachers are committed to collaborating with each other. Teachers learn best when they are actively involved in the learning process and are able to apply what they learn in their classroom (Lieberman, 1995).

Research has shown that professional development was found to increase teacher self-efficacy and positively affect classroom practices (Posnanski, 2002). Forty-three elementary teachers met once a week over the course of a school year. Each time the teachers met, they learned new instructional strategies and had time for personal reflections on classroom practices and course readings. According to Posnanski (2002) at the end of the study, teachers reported being “better prepared to be a more effective teacher” (p.206). Also according to Posnanski (2002), teachers also reported having a deeper understanding of their content and an intent to change classroom practices that “directly impact student learning” (p.206). Teachers also found that having the support of colleagues to talk with all the new learning from the professional development was beneficial.

Professional development that covers all the components leads to increased teacher self-efficacy and changed classroom practice (Powell-Moman & Brown-Schild, 2011). When planning professional development, administrators should consider teacher self-efficacy as a personal feature that can have a significant meaning over years. Because a low self-efficacy belief also could be due to real deficits, interventions to improve self-efficacy should be combined with learning opportunities for teachers to improve competences (Kunzing, Neuber, & Lipowsky, 2016, p. 317).

Professional development sets in motion a change to classroom instructional practices and teachers’ attitudes and beliefs and positively impacts the students in the classroom (Guskey,

2003). Teachers want professional development that will help them grow and learn professionally and increase their effectiveness in the classroom. Teachers also value collaboration and working together to learn and grow (Guskey, 2003).

Many scholars have gathered data and conducted studies to establish the elements of effective elements of professional development. According to Cardno (2005) “As knowledge and its impact on practice continue to advance, so too should our understanding of the ways in which professional development should be conceptualized and valued” (p. 292).

There is research that outlines clear and concise descriptions of effective elements of professional development. Professional development serves as a scope for teachers to provide growth opportunities (Adey, 2004; Blase & Blase, 1998). These include, but are not limited to, continuous and ongoing professional growth opportunities, time to collaborate with peers, sustained examination of student learning, addressing site-specific needs, and focusing on instructional matters. Professional development has the ability to positively affect student learning (Fullan & Hargreaves, 1996; Leeds, 2008; Trehearn, 2010).

Garet, Porter, Desimone, Birman, and Kwang (2001) conducted a study with over 1,000 math and science teachers. The results from the study found that what teachers learned in professional development had an effect on the teachers’ practice when the strategies were implemented over time. The teacher incorporated the new strategies and made changes when given time to collaborate with other teachers and when the teachers were active participants in their learning. Within the professional development, the teachers reviewed student work and used the data as a means for collaboration and discussions (Garet, Porter, Desimone, Birman, & Kwang, 2001).

Components of Effective Professional Development. Research by Peterson (2002) supports professional development for teachers should be individualized to meet the learning needs of the teacher. A mixture of teaching strategies, such as experiential learning, implementation of current technologies, role-playing, case studies, action research, simulations, and small group work should be employed to solidify the learning outcomes of the professional development. Peterson affirms that professional development needs to engage the participants in thinking, reflection, analysis, and practice with a strong component of coaching and feedback (Peterson, 2002)

Teachers need to be able to identify areas in which they have an interest or need for additional support. Allowing educators to have a say about what professional development they take is an effective practice that will make the learning meaningful to the teacher (Elmore, Peterson, & McCarthy, 1996). When teachers can voice their concerns and professional development opportunities are provided for those needs, teachers are more receptive to the information (Elmore et al., 1996).

A practice that has been recognized as an effective element of professional development is the act of reflection (Bredeson, 2002; Elmore et al., 1996; Mathes, 2008). Research by Bredeson (2002) supports professional development should help teachers learn new things yet provide opportunities for reflection once the learning is integrated into the classroom. Currently, teachers are often forced to go to a professional development with the expectation of a change occurring at the end of the session. Changing practice takes time and reflecting upon current practices and how new knowledge obtained can be incorporated into future practice is necessary for the transfer of learning (Bredeson, 2002). Key researchers captured the effective components of professional development and the impact on educators and student outcomes in table 1.

Table 1

Effective Components of Professional Development

Researcher	Effective components of professional development
Hawley and Valli 1999	<p>The PD offers continuous and ongoing -support.</p> <ul style="list-style-type: none"> - The PD incorporates evaluation of multiple sources of information on outcomes for students and processes that are involved in implementing the lessons learned through professional development. -The PD provides opportunities to engage in developing a theoretical understanding of the knowledge and skills to be learned. -There is a comprehensive change process involved.
Sykes 1999	<ul style="list-style-type: none"> - The PD is embedded in the specific content of the student curriculum. -The PD integrates examination of student learning using multiple sources of evidence.
Little 1999	<ul style="list-style-type: none"> - The PD sustains study of student work. - The PD provides time for teacher collaboration and peer observations. -The PD provides feedback on performance
Elmore and Burney 1999	<ul style="list-style-type: none"> -The PD provides opportunities for shared expertise. - The PD is primarily school-based.
Blase and Blase 1998	<ul style="list-style-type: none"> -The PD emphasizes the study of teaching and learning. -The PD provides opportunities for growth. -The PD supports collaboration. -The PD develops coaching techniques
Militello et al. 2009	<ul style="list-style-type: none"> -The PD centers on matters of instruction. - The PD is collaborative. -The PD is subject specific -The PD is site specific. -The PD is ongoing.
Easton, L.B. 2008	<ul style="list-style-type: none"> -The PD identifies and utilizes a shared language.

-The PD content is customized to the school.

Effects of Effective Professional Development. There are numerous studies concerning the effectiveness of professional development. (PD) prove its effectiveness through teachers' and students' improvement. Some research explores how PD has affected different aspects of teacher development. For example, researchers have studied how teachers' curricular knowledge and understanding about subjects or certain topics have changed after PD (Ermeling, 2010; Frey & Fisher, 2009; Kennedy, 1998; Levine & Marcus, 2010; Seymour & Osana, 2003), how PD has resulted in instructional changes and increases in teachers' use of practice (Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet et al., 2001; Hughes, 2005; Loucks-Horsley, Hewson, Love, & Stiles, 1998), and how PD has influenced teachers' attitude toward students' learning (Benton & Richardson, 1993; Day & Sachs, 2004; Lessing & De Witt, 2007). Many researchers have also suggested that teachers' participation in a professional-development program improved their confidence and helped them to become more effective and efficient (Elmore, 2002; Farrel, Kerry, & Kerry, 1995; Pennell & Firestone, 1996; Guskey, 2000).

Supovitz, Mayer, and Kahle (2000) found that teachers who participated in professional development programs had a more positive attitude toward instructional change and had more chances to use the instructional strategies they learned about in the PD program. This particular study suggested that effective PD had a positive effect on teachers' attitudes. Professional development can be used not only for the improvement of teaching practice, but also for

changing teachers' attitudes toward various new theories, practices, philosophies, technologies, reforms.

Garet et al. (2001) found that professional development that focused on subject matter [content] helped support teachers' active learning through hands-on activities and produced enhanced knowledge and skills among students. Teachers concluded that the duration, collective participation, content, active learning, and coherence of professional-development activities were more important than the type of professional-development program. Kennedy (1998) also found that teachers reported that a sustained, intensive professional-development program that focused on a specific, academic subject matter and was provided over a longer period had the strongest impact on the students' learning.

Research by Guskey (2002) supports there is a change in teacher's attitudes and beliefs that occurs after a teacher experiences successful implementation of new learning strategies. Guskey's model is a four-step model for change. He supports that after a teacher goes to a professional development the teacher implements change in the classroom to implement the new learning. After the teacher implements the change, the teacher evaluates the students' learning and looks for an impact, whether positive or negative. When there is a positive learning outcome, the teacher has a change in attitude and belief based on the positive outcome. Change in classroom practice, attitudes, or beliefs are based in positive learning experiences and a mastery experience for the teacher.

Guskey (2002) makes the case for meaningful change to occur. Based on his model for teacher change, the professional development needs to consider the following the recommendations. First, change can be difficult and needs to take place over time rather than all at once. When teachers are making change in the classroom instructional practices, it requires

extra work on the front end. The extra work for the teacher increases the workload resulting in a long process for change in the classroom.

Secondly, teachers need feedback related to student learning outcomes and student progress. Teachers leave new strategies and ideas if they do not see positive impacts on student learning. When teachers see their efforts having a successful impact, they are more likely to continue those practices. The feedback for the teachers can come in the form of assessments, student involvement in the lesson, observation, coaching, and anyway there is evidence of student learning.

Lastly, Schools must give teachers follow up support after the initial professional development. Teachers need support through carrying out the process as change occurred and pressure throughout the entire process to stay motivated to change. Professional development that is continual over time requires extra work, time, and effort. Teachers must work to make the change a new routine, and teachers need support for this to occur (Guskey, 2002)

Teacher efficacy can increase over time when teachers take professional development. A study done by Watson (2006) found that teachers' efficacy increased over time when teachers took professional developments. He studied 389 K-12 teachers over a period of a year. The teachers in the study took a pre-post survey focused on professional development on technology. The results reported that teacher self-efficacy increased from beginning to end. Also, the same teachers were surveyed six years later, and findings still showed that teacher self- efficacy remained over time. Watson concluded that professional development has a long-term effect on teacher self-efficacy (Watson, 2006).

Barlow, Frick, Barker, & Phelps (2014) did a study with nine teachers that were chosen to attend a summer institute. All nine teachers were chosen because they were in the same school

district. The teachers chosen reported they needed support when implementing the new strategies they had learned at the summer institute. The teachers wanted guidance aligning the new strategy to the curriculum and using the strategies with all the students with varying academic needs. The researcher also noted that professional development strengthened teachers' classroom practices and boosted confidence in implementing the new strategies (Barlow, Frick, Barker, & Phelps, 2014).

Supovitz and Turner (2000) found that professional development has a positive impact on classroom practices. In their study, 24 teachers from around the United States were surveyed regarding science teaching and support. The teachers in this study noted that they felt a higher rate of using effective classroom strategies after they received professional development on specific strategies. When the teacher's professional development happened over time, the teacher felt a higher rate of implementing the new strategies. The researcher found there was a relationship between teachers' positive attitudes toward reform and implementation of the new strategies.

Change in education comes from collaboration and through job-embedded professional development which can have a positive impact on student learning and teacher's classroom practice. Teachers who took focused professional development based on school needs had an overall increase in observation scores and greater ability to implement new learning in the classroom (Poekert, 2012). When teachers are in a school that fosters collaboration and communication among teachers, they experience a change in classroom instructional strategies (Garet et. al., 2001).

Summary

John Hattie's (2001) research supports that students who own their own learning are more motivated to learn, and students that are more motivated to learn actually learn more.

According to Hattie (2001)

“It is students themselves, in the end, not teachers who decided what students will learn.

Thus, we must attend to what students are thinking, what their goals are and why they would want to engage in learning what is offered in schools” (p. viii).

For students to understand their role in their learning, students need to take ownership of their learning.

According to Guskey (1883),

“while high-quality professional development is a central component in nearly every modern proposal for improving education, policy-makers increasingly recognize that schools can be no better than the teachers or administrators who work in them.” While these proposed professional development programs vary widely in their content and format, most share a common purpose: to alter the professional practice, beliefs, and understanding of schools' persons toward an end that is the improvement of student learning” (p.2).

Professional development today focuses on educational reform and changing classroom practices. Changed classroom practice through professional development can lead to improvement in student learning (Guskey, 2000, Joyce & Showers, 2002; Lieberman, 1995). Research done by (Darling-Hammond, (1995) and Guskey (2003) supports effective professional development involves teachers in a learning community collaborating). When teachers are able to collaborate, their students work should be the focus of the discussion to make the new learning

relevant to current classroom practices. In the effective professional development, teachers should learn new strategies and ideas that can affect their classrooms. Teachers then get a change to share and learn from each other as they implement the new strategies and work impact students in the classroom (Darling-Hammond, 1995, Guskey, 2003).

Professional developments for teachers are a means to bring about change in the classroom. Through professional development, teacher practices, attitudes, and beliefs change which results in a change in the learning outcomes for students. Through professional development on student ownership, teachers learn how to shift responsibility from them being the center of knowledge to students being the center of their learning. Through professional development on student ownership teachers learn to teach students how to develop student ownership in the classroom. Teachers play a vital role in ensuring that students recognize their role in taking ownership in their learning

When teachers have high self-efficacy, there is a link between classroom practices that bring high student engagement and student ownership (Ashton & Webb, 1986; Holzberger et al., 2013). Pappa (2014) conducted a study on teachers' perception of student engagement and teacher's self- efficacy beliefs. Teachers in 14 rural and urban schools in Kardista, Greece were surveyed in this study. The results from the study revealed the level of efficacy teachers held both professionally and personally was relevant to student engagement, teacher to student relationships, student's ownership, goal setting and achievement, and observation and modification of courses of action to ensure student development.

A teacher that has high self-efficacy and exhibits self- confidence in classroom content and instruction has been shown to be effective in instruction (Ashton & Webb, 1986; Holzberger et al., 2013). Zahorik, Halbach, Ehrle, and Molnar (2003) found that teachers with high self-

efficacy used many pedagogy styles and instructional methods to provide effective opportunities for all students to learn. Using a variety of instructional techniques can lead to increased student engagement, student ownership, and student's voice which consistently leads to improved learning (National Academy of Science, 2004). Teachers with high self-efficacy had been found to primarily focus their instruction on providing learning opportunities for students where the students have more opportunities to take the lead on their own learning. (Zahorik et al., 2003).

CHAPTER III: METHODOLOGY

Introduction

The purpose of this study was to test the impact of professional development concerning student ownership on classroom practices. The process of gathering and analyzing data from the participants provided evidence to help in determining the impact of professional development on classroom practices. The methodology for the study is outlined in this chapter. The following are the identified sections of this chapter: 1) Research Setting/Context, 2) Conceptual Framework, 3) Research Questions, 4) Research Design, 5) Research Participants, 5) Data Sources and Collection, 7) Data Analysis Procedures, and 8) Summary.

Research Setting/ Context

The setting of this study was an urban pre-kindergarten through fourth grade elementary school in a southern state. At the elementary school, there was a large English Language Learner population. There was an enrollment of eight hundred and eighty students at the elementary school. There were twenty-nine content teachers/EE teacher and ten related arts teachers employed at the elementary school.

Conceptual Framework

When teachers go through professional development, the hope is the information the teachers learn has an impact in the classroom and changes the teachers' practices. For a change to take place in the classroom, teachers need to develop their content knowledge and proficiency toward application of professional development. When teachers work together to implement new learning in the classroom, it fosters a sense of community and collaboration among those teachers (Guskey, 2002; Joyce & Showers, 2002).

Posnanski (2002) conducted a study and found that professional development was found to increase teacher self-efficacy and positively affect classroom practices. Posnanski studied 43 elementary teachers who met once a week for the duration of one school year. Each meeting involved new instructional strategies, personal reflections on classroom practices, and course readings. Teachers reported at the end of the study being “better prepared to be a more effective teacher” (Posnanski, 2002, p.206). Teachers also reported having a deeper understanding of their content and an intent to change classroom practices that “directly impact student learning” (Posnanski, 2002, p.206).

Fostering student ownership in the classroom can be an effective and practical way to support all students in meeting academic and behavioral goals. Students that take an active role in their learning increase school completion; ownership teaches students valuable skills such as setting and attaining goals and helps students develop independence (Uphold & Hudson, 2012). Additionally, when students have the opportunity to engage in self-assessment, track their own progress, and communicate their learning, the effects on academic performance can be profound (Black & William, 1998; Stiggins & Chappuis, 2008).

Research Questions

The goal of this educational research is to make an impact on teacher’s instructional practices through professional development in order to promote, develop, and empower the teachers to create a classroom focused on students taking ownership of their own learning. This study examined the impact of professional development concerning student ownership on classroom practices.

Three specific research questions guided this inquiry:

1. What is the current mindset of teachers regarding ownership strategies in their classrooms?
2. How will a summer institute on student ownership strategies change or affect teacher self-efficacy regarding their classroom practices?
3. After completing a summer institute on student ownership strategies, how do teachers plan to change their practices to implement new knowledge on student ownership?

Research Design

A grounded theory method offers an organized data collections and analysis (Strauss, 1987; Strauss & Corbin, 1990) and leads to the process of theory development (Glaser, 1978; Glaser, 1992). The aim of data collection is to collect the participants' experiences and the goal of analysis is to develop a theory (Murphy, 1992). The grounded theory methods used in this study aided the research of investigating the impact of professional development concerning student ownership on classroom practice. Using observation, survey, interview, and teacher artifacts, the researcher was able to create patterns of how professional development concerning student ownership affects the teachers and classroom practices.

Qualitative research is pragmatic, interpretive, and grounded in the lived experiences of people (Marshall and Rossman, 2006). According to Rossman and Rallis (2003), qualitative research is "naturalistic, draws on multiple methods that respect the humanity of participants, focuses on context, is emergent and evolving, and is fundamentally interpretive" (pg. 2). These methods were most appropriate for documenting the survey, interviews, and the face-to-face professional development sessions since the study involved a group of participants working in an educational environment.

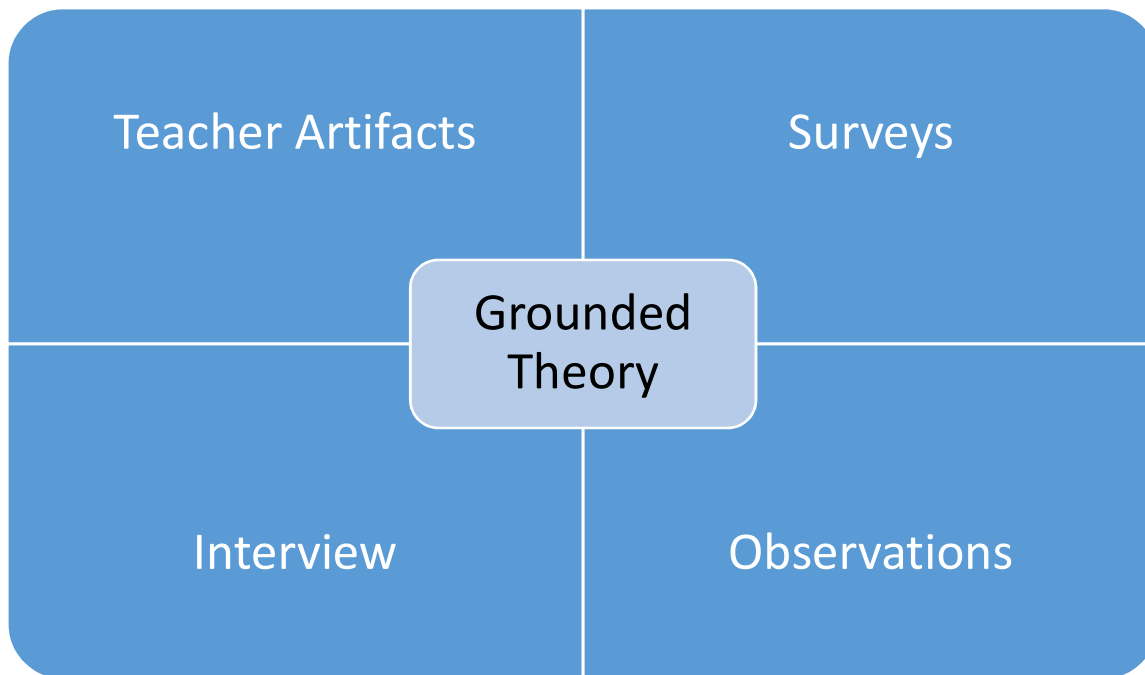


Figure 1.0: The Research Design

Participants

Convenience sampling was employed for this study. Krathwohl (1998) states, "researchers use purposive sampling to select individuals who can help them explore their problem, understand certain phenomena, test their hypotheses, and/or show generalization" (pg. 173). For this reason, the participants were chosen using convenience sampling.

The researcher reached out to multiple school districts, principals, and teachers and could not get any teachers to participate in the research. The researcher was already acquainted with the teachers in this study because they work at the same school as the researcher. The researcher

sent an email to twenty-nine teachers to ask if they would be willing to participate in the study. Nine teachers responded to the email. Those nine teachers volunteered to participate in the study.

The participants of the research study were eight females and one male elementary school teachers. The group was comprised of five classroom teachers in kindergarten through fourth grade. In addition, the group included related arts and English as a Second Language teachers. The participants ranged in education from Bachelor degrees to Educational Specialist degrees. The experience level of the participants varied from second year teachers to over 20 years of experience in elementary education.

The researcher also observed nine teachers that were not involved in the summer institute. The researcher reached out via email to teachers at the same elementary school as the participants of the study to find teachers willing to allow the researcher to observe their classroom. The first nine teachers that were willing to allow the researcher to observe their classrooms were picked to be the non-participants in the study.

Role of the Researcher

The research in a qualitative study is considered an instrument of data collection (Denzin & Lincoln). The data in a qualitative study is facilitated through the researcher (human instrument) instead of using machines, and programs. The qualitative researcher should describe significant aspect of self (Greenbank, 2003).

The researcher in this study has been an educator for sixteen years. Before become and administrator the researcher taught kindergarten through fourth grade. The researcher taught in the classroom for nine years. The researcher became an instructional coach for three years. The research then transitions to being an assistant principal. The researcher in this study is an administrator at the school where the research was conducted for this study. The researcher has

worked at the school for five years. The researcher has held the same administrator position all five years.

Data Sources and Collections

According to Krathwohl, 1998 triangulation is known as the practice of collecting more than one source of data. Guba and Lincoln (1986) made a connection between triangulation and fishing with different fishing nets. Each net has holes in them. The whole part of each net balances the holes in the other nets in the water. In addition, there are multiple ways to collect data to answer questions about certain wonders in a specific context. Because of that, this study used a grounded theory design with surveys, interviews, artifacts, and observation for the qualitative portion, and a statistical data analysis was run for the quantitative data.

Surveys. All participants participated in a pre, middle and post survey (Appendix A). The pre, middle, and post surveys were sent to participants via their work email address. The participants were asked the same questions for the pre, middle, and post survey. The pre-survey was sent out to the participants prior to the study. The middle survey was sent out to the participants during the study. The post-survey was sent out to participants the last week of August. The researcher coded the surveys and transcribed key sections of the surveys.

The survey used in this research was a Likert scale survey that measured the participant's knowledge of student ownership and student engagement. The participants rated the questions on a one to four level of agreement. If a participant choose, the number one the participant was not satisfied. If a participant choose the number two the participant was a little satisfied. If a participant choose the number three the participant was satisfied. If a participant choose the number four the participant was very satisfied. The surveys were used to gauge participant's knowledge regarding student ownership throughout the study.

Interviews. All participants participated in a pre- middle and post- interview (Appendix B). The participants were asked the same questions for the pre-interview and the middle-interview. The participants were asked two questions for the post interview (Appendix C). The participants choose to do either a face-to-face interview, phone, or email interview for the pre-interview. Participants for the post interview had a face-to-face interview. Each face-to-face interview took approximately 15 minutes and was conducted at a time that worked best for the participants. The researcher for the face-to-face interview recorded the interviews and took notes during the conversation. The researcher transcribed the interview notes and coded key sections of the recording.

Teacher Artifacts .The researcher collected teacher artifacts during the study. Each participant had a journal, which represented the teacher artifact. The participants had specific time set aside during the professional development to write in their journals. The participants expresses their thoughts in their journals answering specific questions the researcher created (Appendix D). The participants' journals were kept in a locked office before and after the professional development. The teacher artifacts were coded to create certain themes among the participants.

Observation. The researcher conducted classroom observations using an observation protocol (Appendix E) in order to record student ownership in the participants' classrooms. The student ownership checklist was create using the work of Robert & Kennedy's book *Developing Student Ownership*. The checklist focused on how the student interact with the instruction, curriculum, assessment, and climate in the classroom. The student ownership checklist was designed to see what stage of ownership the students were in related to instruction, curriculum, assessment, and climate in the classroom. If the students were in the doing stage of instruction,

curriculum, assessment, and climate the students could state the information. If the students were in the understanding stage of instruction, curriculum, assessment, and climate, the students could explain the information. If the students were in the owning stage of instruction, curriculum, assessment, and climate, the students could articulate, the information.

All participants had three 30-minute observations the week of August 12-16, 2019 and August 19-23, 2019. The checklist goes from

The researcher also conducted classroom observations on nine teachers that did not attend the summer institute. All nine of these teaches had three 30-minute observations the week of August 12-16, 2019 and August 19-23, 2019.

Data Analysis Procedure

Determining the impact of explicit professional development in the area of student ownership on teacher's instructional practices was the main objective of this study. The researcher sought to understand patterns and trends in data by examining student ownership in the classroom and teacher's self-efficacy in the area of student ownership. Data was collected from nine teachers in this study. The researcher used the qualitative and quantitative data from surveys, interviews, teacher artifacts, and observation to determine if there was an impact of explicit professional development in the area of student ownership on teacher's instructional practices with the nine teachers in the study.

Surveys, interviews, teacher artifacts, and observation data were transcribed and coded for themes. The aim of which was to accurately describe participants' experiences (Boyatzis, 1998). Quantitative data then gave the researcher statistical result. These collections methods were used to answer the following research questions.

1. What is the current mindset of teachers regarding ownership strategies in their classrooms?
2. How will a summer institute on student ownership strategies change or affect teacher self-efficacy regarding their classroom practices?
3. After completing a summer institute on student ownership strategies, how do teachers plan to change their practices to implement new knowledge on student ownership?

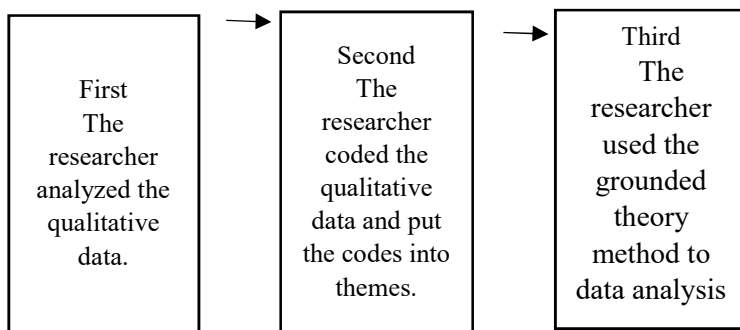


Figure 1.1: The Data Analysis

In order to compare the results of a grounded theory design, the researcher choose several specific analytical approaches, which are displayed in table 2.

Table 2

The Specific Analytical Approaches

Research Question	Data Collection	Data Analysis Procedure
RQ1: What is the current mindset of teachers regarding ownership strategies in their classrooms?	<p>Pre/Middle/Post Survey (qualitative data)</p> <p>Your knowledge of Student Ownership?</p> <p>Your current application of Student Ownership in the classroom?</p> <p>Your passion for Student Ownership?</p> <p>Pre/Middle/ Post Interview</p> <p>Describe what your classroom looked like before implementing student ownership?</p> <p>What is your role in the classroom currently?</p> <p>Describe the culture of your classroom.</p> <p>What role do students play in your classroom?</p> <p>Describe what students are currently doing in the classroom?</p> <p>A) What skills are they demonstrating?</p> <p>B) What knowledge?</p> <p>Teacher journal writing</p> <p>What do you know right now about students taking ownership of their learning in the classroom?</p> <p>What instructional strategies do you use to enhance student ownership in your classroom?</p> <p>Teacher Observations: 30 minutes in the classroom three times a week for three weeks for nine teacher that participated in the summer institute and nine teachers that did not attended the summer institute</p>	<p>Qual: First Cycle Coding Method- In Vivo Coding. Second Cycle Coding Method- Pattern Coding</p>
RQ2: How will a summer institute on student ownership strategies change or affect teacher self-efficacy regarding their classroom practices?	<p>Pre/Middle/ Post Interview</p> <p>How will your role change once you implement strategies to enhance student ownership in the classroom?</p> <p>How do you think the culture of your classroom will change after you implement strategies to enhance student ownership?</p> <p>What types of procedures and rituals will you implement to help with your transition to adding strategies to enhance student ownership in your classroom?</p> <p>Describe the transformation that you think will took place with your teaching practice during the implementation process of student ownership.</p> <p>1. What practices do you think you will maintain?</p>	<p>Qual: First Cycle Coding Method- In Vivo Coding. Second Cycle Coding Method- Pattern Coding</p>

	<p>2. What practices did you think you will abandon?</p> <p>3. Was the professional development adequate to make you feel ready to implement student ownership in your classroom?</p> <p>What more could the professional development have offered to help you make the transition to adding student ownership in the classroom?</p> <p>What follow up training do you feel you will need?</p> <p>What prior teaching knowledge helped you the most as you began the implementation journey?</p> <p>Teacher journal writing</p> <p>What do you want to take away from this professional development?</p> <p>How likely are you to implement some part of students taking ownership in there learning after this professional development?</p> <p>How will you use the information you learned today in your classroom?</p> <p>What do you feel are the first steps to implementing students taking ownership of their learning in your classroom?</p> <p>What instructional strategies will you use to enhance student ownership in your classroom?</p> <p>Teacher Observations: 30 minutes in the classroom three times a week for three weeks for nine teacher that participated in the summer institute and nine teachers that did not attended the summer institute</p>	
<p>RQ3: After completing a summer institute on student ownership strategies, how do teachers plan to change their practices to implement new knowledge on student ownership?</p>	<p>Pre/Middle/ Post Interview</p> <p>What changes will you make in your classroom after implementing strategies to enhance student ownership?</p> <p>How do you think the student’s role will change after implementing strategies to enhance student ownership?</p> <p>After implementing student ownership in your classroom, what do you think you will see?</p> <p>A) What skills are they demonstrating?</p> <p>B) What knowledge?</p> <p>How will student ownership impact:</p> <p>Student engagement?</p>	<p>Qual: First Cycle Coding Method- In Vivo Coding. Second Cycle Coding Method- Pattern Coding</p>

	<p>Student voice?</p> <p>Student motivation?</p> <p>Student achievement?</p> <p>Transfer of knowledge and skills?</p> <p>Teacher journal writing</p> <p>What did you feel was the most important thing you learned today about students taking ownership of their learning?</p> <p>Teacher Observations: 30 minutes in the classroom three times a week for three weeks for nine teacher that participated in the summer institute and nine teachers that did not attended the summer institute</p>	
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Data analysis is the process of making sense out of the data (Merriam, 1998.) To analyze the qualitative data from interview, survey, and observation data, the researcher borrowed methods from Saldana (2016) to generate meaning and confirm findings. The researcher went through first cycle coding and second cycle coding to create categorized themes in the research.

For the first cycle, coding the researcher used In Vivo coding. In Vivo coding is when researchers use words or short phrases from the participant's own language in the coding process (Saldana, 2016). For the second cycle, coding the researcher used focused coding. Focused coding looks at the most recurring codes to create categories from the first cycle of coding (Saldana, 2016). The researcher used codeweaving to help decode how the individual elements of the study weaved together (Saldana, 2016). The researcher used the categories created in the second cycle of coding and put them in narrative form to see how the pieces fit together.

The researcher presented a grounded theory approach that was designed to explore the impact of professional development concerning student ownership on teacher's classroom practices. Both qualitative and quantitative data was used during this study. The methodology of the proposed study was explained in detail. An introduction, research setting/content, conceptual framework, research question, research design, participants, data source and collection, data analysis procedures, limitations and delimitations, and summary. The objective of this study was to answer the research questions listed in the above chapter.

Summary

The grounded theory study incorporated qualitative data to analyze the impact of professional development concerning student ownership on teacher's classroom practices. The perception of the teachers who took part in the surveys, interviews, journal writing, observations and professional development were investigated with qualitative methods. The researcher analyzed the survey, interview, and teacher artifacts to get qualitative data and received statistical results from the quantitative. The data shed light on the potential value and/or barriers of professional development on teacher's classroom practices.

CHAPTER IV: PRESENTATION AND ANALYSIS OF DATA

Introduction

A study by Teachers Know Best (2014) was conducted to examine teacher's satisfaction levels among professional development options they had to choose from. The study found that 29% of teachers were satisfied with their professional development options. Teachers also reported that they had a desire for relevant topics, options that align with current practices, and an overall change in professional development opportunities. Teachers want to attend professional development that is high quality, relevant to their current position, and full of innovative ideas and strategies. According to Hirsh (2012), we have not yet made the changes necessary to bring the professional development that teacher's desire.

The ideal result of professional development for teachers is to change classroom practices that influence student learning (Guskey, 2002; Joyce & Showers, 2002). The first step towards these results is for teachers to obtain new professional learning from professional development and then implement the new learning in their classroom. When teachers experience success from the implementation of new learning change of classroom practices is more likely to take place. When teachers implement the new learning and share with coworkers, teachers experience improved relationships through collaboration and an increased sense of community throughout the school (Guskey, 2002; Joyce & Showers, 2002). High-quality, professional learning often produces positive results that manifest in teachers' classroom practice and the performance of their students (Garet, Porter, Desimone, Birman & Yoon, 2001.)

When students are active participants in their learning, their level of academic success increases. This active participation in their own learning can be known as student ownership (Fletcher, 2002). Teachers that incorporate students taking ownership of their own learning in the

classroom have shown a positive relationship between how teachers feel about their own performance (Ermeling, 2010). An effective classroom teacher, therefore, can have a profound effect on student success through high-quality, classroom practices that impact student ownership (Sanders, Wright, & Horn, 1997).

The Study

This study examined the impact of professional development concerning student ownership on classroom practices. The data generated by the study was organized and analyzed based on the research questions, related themes, and statistical data.

1. What is the current mindset of teachers regarding ownership strategies in their classrooms?
2. How will a summer institute on student ownership strategies change or effect teacher self –efficacy regarding their classroom practices?
3. After completing a summer institute on student ownership strategies, how do teachers plan to change their practices to implement new knowledge on student ownership?

This chapter presents the results of the data collection and analysis conducted to answer these questions, organized using qualitative and quantitative data. The researcher analyzed 21 interviews, 21 surveys, and teacher journal writings completed by nine elementary school teachers. The interviews were transcribed using a first cycle coding method- In Vivo Coding, and second cycle coding method- Focused Coding. The data was coded to create themes. The researcher identified themes that participants stated from their responses to the interview questions, surveys, and journal writing. The researcher conducted personal interviews using a sixteen-question protocol during July 2019. The interviews were conducted in a setting at the

request of the participants which allowed the participants to be comfortable and secure in their surroundings. Each interview lasted approximately thirty minutes in length.

The researcher sent out the same survey three times to the participants during the study. The participants answered four questions in the survey. The participants answered the survey questions based on a 1 to 4 scale. The participants were able to fill out the surveys in their own time and setting. The participants had a week to fill out each survey before returning it to the researcher throughout the study.

The participants kept a writing journal throughout the summer institute and during the first three weeks of school. The researcher gave the participants specific questions to answer in the journal writing. The participants were able to write freely based on their thoughts. Prior to the interviews, surveys, and journal writing, all the participants were told the purpose of the study and provided consent forms. To ensure confidentiality, each participant was given a letter. The researcher used the participant's letter to report their individual data in the study.

Findings

The First Interviews. The participants in the study were nine elementary school teachers from the same school. The first interviews were conducted the week of July 1- 7th, 2019. The participations set up appointments for interviews that were planned at a time and place convenient for the participant. The researcher conducted nine face-to-face interviews. The interview questions were open-ended and were recorded. Interviews began with a brief description of the interview process, assurance of confidentiality, use of digital recorder, and affirmation that he or she would receive a copy of the transcription for approval with an opportunity to either approve as written or revise as needed. Prior to the interview, each

participant signed a consent form stating acknowledgment of study requirements and approval of the process.

The Second Interviews. The researcher created sixteen interview questions for the interviews that included different components of how the participants felt about student ownership, how their classroom was set up to facilitate student ownership, and their classroom instructional strategies that were based around student ownership (Appendix B). The researcher interviewed the nine participants after the two-day professional development they received on student ownership. The second interviews were conducted July 10-11, 2019. The researcher looked for multiple patterns throughout the participant's interviews. There were multiple patterns in the participant's interviews. The patterns the researcher focused on were: sufficient professional development, follow up training, and student ownership impact (Appendix F).

The Third Interviews. The researcher created two questions for the final interview that included different components of how the participants changed classroom practices and teacher's ability to implement (Appendix C). The researcher looked for multiple patterns throughout the participant's interview. There were multiple patterns in the participant's interviews. The patterns the researcher focused on were around the teacher's change in classroom practices.

Analysis of the Teacher's Interviews. The researcher created sixteen interview questions for the interviews that included different components of how the participants felt about student ownership, how their classroom was set up to facilitate student ownership, and their classroom instructional strategies that were based around student ownership (Appendix A). The researcher looked for multiple patterns throughout the interviews, and multiple patterns emerged. The patterns the researcher focused on included the teacher's current role, student's current role, and current classroom culture (Appendix C).

Teacher A First Interview Data. Prior to implementing student ownership in the classroom, Teacher A had an authoritarian pedagogies style of teaching. Teacher A gave the knowledge and learning to the students. The teacher gave no opportunities for students to have any voice in their learning. Teacher A was not comfortable allowing students to make decisions in the classroom. The students are active learners in the classroom. The students interact through exploration of academics and play. The students are equal members of the classroom family. The students are active learners in the classroom. The students interact through exploration of academics and play. The students are equal members of the classroom family.

Table 3

Teacher A Individual Themes for Interview One

Teacher	Code or theme	Data Supporting code or theme
Teacher A	Needs of the Teacher	“ Allow latitude to implement” “Faith in good administrators” “Possible refresher course”
	Uncertainty	“Not sure at this time” “ To be determined” “Not sure”
	Engagement	“ Greater levels of participation” “Active learners” “Increased engagement”
	Academic success	“ Improved scores on both common formative assessments, and summative assessment” “Reading, writing and speaking skills will improve”
	Culture	“Equal members of the family” “Trust” “Inclusive classroom family that celebrated differences”
	Student role	“They will become familiar with more specific protocols that help define their roles”
	Current teacher instructional practices	“ I give the knowledge to the students” “I pick the lessons and activities for the units”
	Future instructional practices the teacher wants to implement	“Will work to wash out all vestiges of authoritarian pedagogies”

“I will be the facilitator of student learning”
 “A moderator in conflicts”
 “An encourager of those reluctant to engage in learning”

Teacher A Second Interview Data: Teacher A felt the summer institute was adequate to start implementing student ownership in their classroom. The teacher thought that having videos that showed teachers implementing student ownership in the classroom would have helped to make the transitions easier. Teacher A would like some refresher information before student ownership is implemented in the classroom. After student ownership is implemented, Teacher A would like some feedback from the researcher.

Table 4

Teacher A Individual Themes for Interview Two

Teacher	Code or theme	Data Supporting code or theme
Teacher A	Engagement	“Engagement with their own learning” “Engagement with their peers” “Increased engagement”
	Uncertainty	“Not sure” “Don’t know”
	Needs of the teacher	“Some refreshers” “grace to implement” Team wide participation” Videos of teachers implementing student ownership in the classroom”
	Hopes of the teachers	“Students will lead more” “Students will understand where they are doing” “Students will be excited to learn”
	Knowing yourself	“Practice of self –reflection assessment” “Increased self-assessment” “Assess themselves more thoroughly” “Greater self-awareness”
	Understanding	“Deeper understanding”

Current teacher instructional practices	<p>“Motivated to understand their own levels of understanding”</p> <p>“ To much teacher talk”</p> <p>“Leader of academic conversation”</p> <p>“Not enough students talking”</p>
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Teacher A Third Interview Data. Teacher A added a variety of classroom practices after implementing student ownership in the classroom. One classroom practice that Teacher A added to their classroom practice was the teacher taught the students to know what skill they are learning for each lesson. The students were taught to understand why they were learning the skills/standards. Teacher A changed from students having no choice in the classroom to giving students choice. Teacher A changed from feeling like they were the vestiges of authoritarian pedagogies to a more student-centered classroom practice.

At the start of implementing student ownership in the classroom, Teacher A did not know what to expect. Teacher A felt when student ownership was implemented in the classroom every day, the teacher’s confidence went up. The teacher felt their confidence is steadily growing, and student ownership is happening in the classroom.

Table 5
Teacher A Individual Themes for Interview Three

Teacher	Code or theme	Data Supporting code or theme
Teacher A	Taught	“ I am modeling more and teaching less”
	Difference	“I have seen such a difference in student from before to now”
	Change	“ The students are making change in how they think about learning”

Teacher B First Interview Data. Prior to implementing student ownership in the classroom, teacher B had a director style of teaching. Teacher B was the giver of information to the students. Teacher B was the center of attention in the classroom. Teacher B was not comfortable allowing students to share their knowledge in the classroom because teacher B was the teacher.

The students have multiple roles in the classroom. One role for the students is to learn. The second role the students have is to follow directions. The third role the students have is to complete lessons successfully.

Teacher B's classroom culture made students feel safe, and the majority of the students feel they can talk, discuss, and share their ideas openly and freely.

Table 6

Teacher B Individual Themes for Interview One

Teacher B	Current teacher instructional practices	<ul style="list-style-type: none"> “ Teacher who taught a lesson to the student” “ I am the main talker” “Director” “ Giver of information”
	Teachers hopes after implementing students owning their own learning in the classroom.	<ul style="list-style-type: none"> “Will help us to be more mindful of each student being an individual student” “ Begin to make changes in my classroom” “I will be less and students will be more”
	Culture	<ul style="list-style-type: none"> “promote notions of an inclusive classroom family that celebrates differences and identifies common purposes” “The students role is one of learning”
	Student role	<ul style="list-style-type: none"> “Students will be more involved” “More motivated to accomplish goals” “More choice” “They will make their learning more valuable”
Teacher B	Student output	<ul style="list-style-type: none"> “ Students are creating the product”
	Teacher input	<ul style="list-style-type: none"> “ Less input from me”
	Classroom environment	<ul style="list-style-type: none"> “ feels like students are the leaders”

Teacher B Second Interview Data. Teacher B felt the summer institute was adequate to start implementing student ownership in their classroom. Teacher B did not feel that they needed any other materials to transition to students owning their own learning in the classroom.

Teacher B did not know what follow up training they may need. Once student ownership is implemented in the classroom, Teacher B may need more follow up training.

Teacher B thought students will be more engaged with more ownership, and this should lead to students staying on task more often. Students will use their voices to be heard instead of just listening. Student motivation and student achievement will improve once students take ownership of their learning. Teacher B thought there would be an increase in transfer knowledge because students will be helping each other more. The students will transfer knowledge to each other as they work together.

Table 7

Teacher B Individual Themes for Interview Two

Teacher B	Needs of the teacher	<ul style="list-style-type: none"> “Need to see it in action first” “ Real world application “ “How do I reach the students who don’t want to take ownership of their learning”
	Classroom culture	<ul style="list-style-type: none"> “ Student will have more conversation with each other” “The students will feel more empowered” “Enjoy learning more”
	Outcomes of students owning there learning	<ul style="list-style-type: none"> “Learn more from their peers” “Students will do most of the work” “Students will have to decided ways to get the task done” “Positive effect on focus in the classroom”

Help each other	<ul style="list-style-type: none"> “ Helping each other more in the classroom” “Students helping other students when struggling” “I will see in increase in students helping students”
Current teacher instructional practices	<ul style="list-style-type: none"> “Made most of the decisions” “Taught lessons to the students” “Students had no input”
Future teacher instructional practice	<ul style="list-style-type: none"> “I will be doing less and they will be doing more” “I will sit back and monitor” “I will do less talking”
Teaching the students	<ul style="list-style-type: none"> “ How to have discussions with their peers” Train on how to take ownership of their learning” “train the students to make decisions” “train the students to take control”

Teacher B Third Interview Data: Teacher B added more student talk, more student choice, and students making more student led decisions about instruction in the classroom. Teacher B changed roles from being the director of the knowledge to facilitator of knowledge working with the students to facilitate their knowledge.

Teacher B felt that implementing student ownership was not so successful in the classroom. The teacher felt that it was hard to give up the teacher-centered lessons to move to student-centered lessons. Teacher B felt they could not give up control to the students.

Table 8

Teacher B Individual Themes for Interview Three

Teacher B	Student output	“ Students are creating the product”
	Teacher input	“ Less input from me”
	Classroom environment	“ feels like students are the leaders”

Teacher C First Interview Data. Prior to implementing student ownership in the classroom, teacher C had a director style of teaching. Teacher C had a direct instruction style of teaching. The teacher led the lessons and lectured in the classroom. The teacher took the lead with student learning. The students took a passive role in their learning and in the classroom.

The students have voice and choice over where they sit and what center they would like. The student's role in their learning is to follow the teacher and do what the teacher says.

Teacher C felt like the culture in the classroom was good. The teacher and students care about each other and support each other.

Table 9

Teacher C Individual Themes for Interview One

Teacher C	Teacher learning	<ul style="list-style-type: none"> “ We can learn together” “ I am willing to learn the information to make change” “Learn more at the professional development”
	Student role	<ul style="list-style-type: none"> “I hope they will become more interested in learning and feel more motivated by meeting their goals” “Let teacher do what is best”
	Needs of the teacher	<ul style="list-style-type: none"> “Be ok with me doing something different” “having different in the classroom”
	Uncertainty	<ul style="list-style-type: none"> “Not sure at this time” “Figure out the balance”
	Culture	<ul style="list-style-type: none"> “We care about each other and support each other”
	Current teacher instructional practices before student ownership	<ul style="list-style-type: none"> “ I give the knowledge to the students” “ Not a lot of choice for students” “ They don't have a change to explore on their own”

Student motivation

“Feel more motivated to learn”
 “Feel more motivated to meet their goals”
 “Students will feel motivated and excited”

Teacher C Second Interview Data. Teacher C felt the summer institute was adequate to start implementing student ownership in their classroom. The teacher thought that having videos that showed teachers teaching their students how to know when they are being successful, when they need help, and asking for help would be needed.

Teacher C would like questions answered if Teacher C has questions come up about students owning their own learning. After student ownership is implemented, the teacher would like the researcher to observe and give feedback to make any changes that need to be made.

Teacher C thought the impact would be students being more invested in their own learning. The students will pick up strategies and learn new ones quicker. The students will be motivated to learn because they know the how and why. Students will transfer more knowledge due to them knowing how they are struggling and what to do to help themselves.

Table 10

Teacher C Individual Themes for Interview Two

Teacher C	Outcomes of students owning their learning	“They know the how, and why” “My students will take lessons more seriously” “They will feel more ok with taking academic risks”
	Classroom culture	“We are in this all together” “care and support each other”

	“ We are family”
Knowing yourself	“They will know how to help themselves” “ They will know when they have mastered a skill” “They will know when they are struggling and succeeding” “ How their behavior will impact other students learning”
Student leaning	“They will be more motivated to learn” “More invested in what they are learning” “They will be able to tell me why they are learning”
Teaching the students	“ Lots of modeling” “Teach them how they know they are understanding” “Teach them how they know they are struggling”
Student role	“ Their role is to learn in their own way” “ Teacher will take on the more of the teacher role” “Kids will talk more”
Current teacher instructional practices	“Mainly direct instruction” “Lots of teacher talk”
Needs of the teacher	“ Trust I am doing what’s best for my students” “slightly off my lesson plans if needed”

Teacher C Third Interview Data. Teacher C found a balance between teacher directed teaching/learning and the teacher becoming a partner in the students taking ownership of their learning. Previously, Teacher C’s students did not have time to explore lessons and activities on their own. The teacher chose the lessons and the route to learn the skills in a lesson. The students now have a chance to explore their learning on their own within a lesson. The students are able to explore topics they are interested in learning about.

Teacher C felt that it was a slow start feeling successful in implementing student ownership in their classroom. The teacher needed a lot of direction and help when the strategies were implemented, and the students did not understand the strategies that the teacher was

modeling. After the teacher received help, the teacher felt more adequate in implementing student ownership in the classroom.

Table 11

Teacher C Individual Themes for Interview Three

Teacher C	Parent involvement	“ parents are asking to clarify and asking how they can be a part of this”
	Outcome	Students are more motivated to do school”

Teacher D First Interview Data. Prior to implementing student ownership in the classroom, teacher D tried to act as a facilitator, but oftentimes, teacher D would step in and take control. Teacher D would end up being the leader of knowledge but tried to step back and let the students have some control. Teacher D, however, never ended up giving the students control.

The student’s role is to learn based on our scope and sequence document the district provides. The students receive the knowledge from the teacher and have the opportunity to show what they know in different ways.

Teacher D’s classroom culture has a positive vibe where all students feel welcomed, safe, and free to learn in the same environment.

Table 12

Teacher D Individual Themes for Interview One

Teacher D	Current teacher instructional practices	<ul style="list-style-type: none"> “I Tend To Be The Leader” “My Current Role Is Being The Leader”
	Needs of the teacher	<ul style="list-style-type: none"> “Follow-Up” Training” “Be Patient As We Learn”
	Teacher learning	<ul style="list-style-type: none"> “Would love to learn how to discontinue being in front” “Trying to learn to take more of a facilitator role” “Open to learning different ways to help students”
	Student Role	<ul style="list-style-type: none"> “Students will take the lead”
	Culture	<ul style="list-style-type: none"> “Organized and child centered” “More classroom community” “ Welcoming to all” “ Positive vibes where all students feel success and engaged”
	Student Learning	<ul style="list-style-type: none"> “ Better understand their own achievement” “Motivated to take ownership of their learning” “ Take more ownership in their learning environment” “They will explain themselves and their learning path” “Not sure at this time”

Teacher D Second Interview Data. Teacher D felt that the summer institute was good, but the teacher needed more specific ideas of ways to implement student ownership in their specific room. Teacher D would like more specific strategies to implement student ownership in the classroom. Teacher D wanted to meet with the researcher and get more individual help with how to implement student ownership in the classroom.

Teacher D thought student engagement would improve once they take ownership of their learning. Students will get more opportunities to use their voice. Students will also use their voice to voice their thinking in the classroom. Students will be more motivated to learn and speak out in class. Teacher D hopes the students will transfer their skills and knowledge to other areas of their thinking.

Table 13

Teacher D Individual Themes for Interview Two

Teacher D	Student talk	<ul style="list-style-type: none"> “Students will feel more conformable speaking aloud to peers and others” “Students will voice their thinking” “Students will do most of the talking”
	Needs of the teacher	<ul style="list-style-type: none"> “Some more ideas of ways to implement student ownership” “ Have some videos I can watch teacher going through the process’
	Classroom culture	<ul style="list-style-type: none"> “Allow students to grow in taking ownership of their learning” “Culture will be positive and allow students to feel confident to speak”
	Future teacher instructional practice	<ul style="list-style-type: none"> “ I will allow time and opportunity for them to practice” “Explain to the students the why behind the lesson” “I will be the facilitator” “ I will give students the time to learn about each other”
	Outcomes of students owning there learning	<ul style="list-style-type: none"> “The students will speak up more” “The students will explain the how, why and what they did in their learning” “Knowledge will go to a new level of understanding and inquiry”
	Student learning	<ul style="list-style-type: none"> “Students think through their learning” “learn how to work with others” “learn how to regulate themselves and their needs academically” “learn to speak up and talk more”

Teacher D Third Interview Data. Teacher D added teaching the students to articulate the strategy they are using to learn the skills. The teacher also taught the students how the strategy they are using for a lesson can be used in the future learning. Teacher D changed from being the leader of the classroom to allowing the students to take total control of their learning in the classroom.

Teacher D felt most successful at teaching the students how to know when they are struggling or being successful in what they are learning during a lesson. Teacher D's biggest success throughout implementing student ownership is students identifying if they are struggling or being successful during a lesson. The students are starting to be able to communicate if they are struggling or being successful during a lesson.

Table 14

Teacher D Individual Themes for Interview Three

Teacher D	Change	“ I am excited to watch the change”
	Noticing's	“ I noticed my room has a different feel”

Teacher E First Interview Data. Prior to implementing student ownership in the classroom, teacher E had a facilitator of knowledge style of teaching. Teacher E gave the students the knowledge in the classroom but worked hard to teach the students how to take that knowledge and make it their own. Teacher E gave students the freedom to make choices within her classroom.

The student's role is to know the daily objectives. The students work toward mastery of the objectives. Teacher E's classroom culture is filled with love and respect. The teacher, students, and parents are a family unit. The family unit understands that we can work hard and see the benefit of our hard work.

Table 15

Teacher E Individual Themes for Interview One

Teacher E	Uncertainty	I am unsure what I need right now"
	Current teacher instructional practices	" Facilitator of knowledge" " I make the decisions when it comes to what the students learn"
	Growth areas	" Growth areas of academic" " Growth areas with writing, reading and speaking" Growth in students taking accountable of their learning"
	Culture	"Family unit" "More trust" "More respect for their peers"
	Student role	"Students know the daily objectives and work towards mastery of the daily objectives"

Teacher E Second Interview Date. Teacher E felt the summer institute was adequate to start implementing student ownership in their classroom. The teacher thought seeing some examples of students taking ownership in their learning and in their work would have been helpful.

Teacher E needed the researcher to provide them with more reading materials on student ownership. Teacher E also bought books on student ownership and read articles on the internet about student ownership.

Teacher E hoped that student engagement would head students in a positive direction. Student voice, student motivation, and achievement would be impacted positively.

Table 16

Teacher E Individual Themes for Interview Two

Teacher E	Outcomes of students owning there learning	<ul style="list-style-type: none"> “ Pay close attention to details in their work” “Taking ownership will ultimately yield a better result” “Students will grow in the area of academic confidence”
	Classroom culture	<ul style="list-style-type: none"> “Family unit” “More mutual respect”
	Teacher needs	<ul style="list-style-type: none"> “Examples of students taking ownership in their learning” “ Reading more materials on student ownership”
	Parents	<ul style="list-style-type: none"> “Meet with parents” “Teach the parents” “ Let the parents know what students ownership looks like”
	Change	<ul style="list-style-type: none"> “ Change in motivation” “Change in behavior” “Change in classwork” “Change in confidence among the students”

Teacher E Third Interview Data. Teacher E added verbally praising students who payed close attention to details in their work. Teacher E posted different work samples to consciously make students aware that it is important to do their personal best and not copy the best of someone else. The students understand that taking ownership and pride in their work will ultimately yield a better result. Teacher E made changes with how the students think and do their classwork. The teacher taught the students that they need to do their best work on all their assignments.

Teacher E jumped in headfirst right away with trying to teach the students numerous strategies to student taking ownership of their learning. The teacher was overwhelmed and did not feel successful throughout the student ownership process. The teacher reached out for help. The teacher stopped and worked on the “why” the students are learning the lesson. The teacher felt success with teaching one student ownership strategy at a time. Teacher E felt the students and the teacher are feeling successful working on one student ownership strategy at a time.

Table 17

Teacher E Individual Themes for Interview Three

Teacher E	Improvement	“ The students are improving on how they are adjusting to the change in roles”
	Engagement	“ Students are becoming more engaged”

Teacher F First Interview Data. Prior to implementing student ownership in the classroom, teacher F had a more teacher-focused style of teaching in the classroom. Teacher F found it hard to be anything but teacher focused because the students were missing the basic skills in the classroom. Teacher F felt that she had to teach them the basic skills to enable them to work on grade level standards. Teacher F felt there was no time for students to take part in their learning due to needing to learn basic skills.

The student’s role at the beginning of a unit is to listen and absorb new information. As the unit progresses, the students begin to take more ownership of their learning.

Teacher F’s classroom culture is filled with respect and kindness. Students and teacher are kind, work hard, and have a growth mindset. Teacher F urged the kids to encourage one another and treat others the way they would like to be treated.

Table 18

Teacher F Individual Themes for Interview One

Teacher F	Lead	<ul style="list-style-type: none"> “ Take the lead in what to work on” “Lead in their own struggles and success “ “Lead their own learning”
	Learning	<ul style="list-style-type: none"> “ Learn to love learning” “Feeling happy to have control over there learning” “ Feel more confident in owning their learning” “ Excited to learn”
	Needs of the teacher	<ul style="list-style-type: none"> “Lots of practice” “ Growth mind set in all” “Ideas to roll out new strategies” “ Support and a willingness to let me try new thing” “What it looks like in a real world classroom”
	Current teacher instructional practices	<ul style="list-style-type: none"> “Teacher focused”
	Student Role	<ul style="list-style-type: none"> “Students will feel more confident in owning what they’re learning” “ Students will able to lead their own learning and rely on the teacher only for fact-checking or an extra opinion”
	Culture	<ul style="list-style-type: none"> “I like to think that my classroom culture is full of respect and kindness”

Teacher F Second Interview Date. Teacher F felt, for the most part, the summer institute was adequate. The teacher still had some questions and concerns but not about the first steps for implementing student ownership. The teacher was concerned about the troubleshooting once the teacher started implementing student ownership.

Teacher F hoped that student ownership would make students proud of what they are doing and more engaged as they wait to see what they get to learn next. When the students feel in control of their own learning, they will be more willing to talk about it and have more ideas to contribute to the conversation. Teacher F hoped students would achieve highly as they take

control of their own learning. The teacher felt the students would feel a lot of personal success as they see their learning grow. Teacher F hoped that by students owning their learning, they will see how their skills and knowledge will transfer into their new learning or their everyday lives.

Table 19

Teacher F Individual Themes for Interview Two

Teacher F	Student talk	<ul style="list-style-type: none"> “ More ideas to contribute to the conversation” “Lots more talk and understanding” “practice speaking and listening skills” “peer to peer talking”
	Parents	<ul style="list-style-type: none"> “Work with the parents” “ Best to help the parents understanding the goals of student ownership” “ Parents need to know the differences”
	Teacher needs	<ul style="list-style-type: none"> “Ideas to roll out new strategies” “Reinforcement and training as I go” “Try things that may look different”
	Current teacher instructional practices	<ul style="list-style-type: none"> “ Learning is definitely more teacher focused” “Bit of choice”
	Teacher concerns	<ul style="list-style-type: none"> “I am concerned about the trouble shooting” “ I am concerned how I will help the students who are unmotivated to learn”
	Hopes of the teachers	<ul style="list-style-type: none"> “More students encouraging others” “There knowledge to grow” “Students will be proud of their work”
	Student leaning	<ul style="list-style-type: none"> “Students to be more aware of what they are learning” “ Catalyst of their learning” “Increased excitement and ownership of learning” “Feel more confident in owning what they’re learning” “Be involved in their learning in a more intimate way”
	Student role	<ul style="list-style-type: none"> “The students role is basically backwards of the teacher” “ The students are working in a different way”
	Student change	<ul style="list-style-type: none"> “ I think the change will be in what I hear” “I think the change will be a new way of thinking”

Future teacher instructional practice

“Student ownership is best practice teaching in my humble opinion”

Teacher F Third Interview Data. Teacher F added teaching the students to articulate if they are learning and/or if the student is struggling. Teacher F is currently teaching the students strategies, so the students know what to do when they are struggling and learning in the classroom. Teacher F changed that the students are less reliant on the teacher for knowledge. The students are asking the teacher questions to move through their own learning.

Teacher F felt successful in implementing student ownership in the classroom. Teacher F had the same students for two years. Teacher F knew the students and had a relationship with them already when school started. Teacher F started teaching the student’s student ownership strategies starting the first day of school due to the teacher already having a relationship with the students. Teacher F felt that the students are making student ownership successful in the classroom.

Table 20

Teacher F Individual Themes for Interview Three

Teacher F	Overcoming	“ It has been something that I have had to personal overcoming letting go”
	Voice	“ Students are finding there voice”
	Student talk	“ Student talk up I my room”

Teacher G First Interview Data. Prior to implementing student ownership in the classroom, teacher G had a more teacher-centered style of teaching in the classroom. Teacher G did most of the talking and did the heavy thinking in the classroom. The teacher felt there was never enough time in the day to teach the students.

The student's role is to be part of the learning community. The English Language Learners role is to learn in an environment where they feel safe and welcomed.

Table 21

Teacher G Individual Themes for Interview One

Teacher G	Culture	<p>“Promote a feeling of safety, acceptance, and understanding of student difference”</p> <p>“Equal to each other and free and safe to share ideas “</p>
	Current teacher instructional practices	<p>“ Teacher directed”</p> <p>“ I ask the questions and the students answer the questions”</p>
	Needs of the teacher	<p>“Modeling to them what active learning”</p> <p>“Professional development from literacy coaches”</p>
	Individual students need	<p>“Knowing students individuals personalities will help the students adapt to owning there learning”</p> <p>“Really depends on the child and skill level, activity, or task”</p> <p>“ It will look different for each student at the beginning”</p>
	Outcomes of student owning there learning	<p>“ I will see excitement when my students work on assignments”</p> <p>“I think it will only strengthen our classroom culture”</p> <p>“Very motivating to the students”</p>
	Student role	

“ I think it will help them discover that they have multiple strengths or that there is value to other types of strengths by seeing others’ use their strengths.

Teacher G Second Interview Date. Teacher G felt the summer institute was “pretty much” adequate to roll out student ownership in the classroom. The teacher thought that having some video clips of experienced teachers using activities or lessons would have been helpful. Teacher G also thought that having example lessons or activities in their specific grade levels to serve as an example of what student ownership could look like would have been helpful.

Teacher G was not sure what follow-up training was needed. Teacher G thought more training may be needed on how to teach their students how to know when they are struggling and what to do when they are struggling.

Teacher G hoped it will help improve student engagement, especially for English Language Learners. Teacher G hoped that it would encourage students to use their voice more, give them more confidence to share their ideas, and take more risks to share or use new ideas. The teacher thought student motivation would improve during activities that would allow for the most opportunity for student ownership. Teacher G hoped student achievement will improve, and the teacher hoped greater student ownership would lead to an increase in transfer of student knowledge and skills.

Table 22

Teacher G Individual Themes for Interview Two

Teacher G	Student needs	<ul style="list-style-type: none"> “ The students need to be taught how to take ownership of their learning” “The students need to practice, practice and more practice” “Have the most choices are the most successful for the students”
	Classroom atmosphere	<ul style="list-style-type: none"> “Atmosphere of student center learning” “An atmosphere of motivation and control”
	Student learning	<ul style="list-style-type: none"> “Students will discover their own path toward learning” “Students will learn to take risk” “They will be invested”
	Outcomes of students owning there learning	<ul style="list-style-type: none"> “only make thing better” “increase in transfer of student knowledge and skills” “Enhance their individual role” “Help them discover that they have multiple strength”

Teacher G Third Interview Data. Teacher G added having students create their own assessments. Students are working with the other students in the class to create the learning targets and how those skills/standards will be assessed in the lesson. Teacher G changed the classroom space to include letting the students’ share their ideas first before the teacher told them to do things. The teacher uses the student’s ideas more, only stepping in if the students get off track.

Teacher G felt that student ownership is important in the classroom. Teacher G’s top priority is not student ownership in the classroom. Teacher G is focusing on managing student behaviors the first few weeks of school. Student ownership is something the teacher will dive into a little later in the school year.

Table 23

Teacher G Individual Themes for Interview Three

Teacher G	Excitement	“ Students that were not excited are telling me they are excited about school”
	Rejuvenated	“ I am excited to come to work every day”

Teacher H First Interview Data. Prior to implementing student ownership in the classroom, Teacher H had a main facilitator teaching style in the classroom. The students in the class looked to Teacher H to interject and keep the conversation going in the classroom. The teacher was telling the students what to do throughout the day, and the students just followed the direction of the teacher. The student’s role is to follow the teacher’s verbal and nonverbal cues from the teacher.

Teacher H has a very respectful culture in the classroom. The classroom has a quiet working environment but also has times when teachers and students laugh and have fun together.

Table 24

Teacher H Individual Themes for Interview One

Teacher H	Current teacher instructional practices	<ul style="list-style-type: none"> “ Without student input” “They follow cues” “The students look at me”
	Uncertainty	<ul style="list-style-type: none"> “ I am not sure” “I am hoping to learn this” “I don’t know enough yet”
	Role of the student	<ul style="list-style-type: none"> “ A leader not a follower” “They will have a voice and be ready to use it” “ Worker harder than the teacher”
	Culture	<ul style="list-style-type: none"> “ Very respectful of all student’s needs” “ Work together as a family unit” “Have fun together”

Teacher H Second Interview Date. Teacher H felt the summer institute was adequate to start implementing student ownership in their classroom. The teacher thought that having some actual strategies/conversation starters that could have helped the students grow to own their individual learning would have been helpful.

Teacher H needed specific strategies and/or videos of how to take what the teacher was already doing and help make the transition to more of a student owned classroom.

Teacher H thought student engagement will increase as the students begin understanding and are able to voice the what, why, how, and connections of their learning. Students will be more motivated as they are using strategies that are best for them individually because they want to be successful. The students will take pride in their work and in helping others. Teacher H hoped

student achievement would increase as students understand not only what they are learning but also how they learn best and how it connects to other learning.

Table 25

Teacher H Individual Themes for Interview Two

Teacher H	Outcomes of students owning there learning	<p>“Help create more independence in the students”</p> <p>“They will take pride in their work and helping others”</p> <p>“Student will be the one that can”</p>
	Student learning	<p>“Knowledge of themselves as learners”</p> <p>“Students grow to their own individual learning”</p> <p>“Say what they are learning”</p>
	Student talk	<p>“Students are saying the what, why, how, and connections for the lessons”</p> <p>“ Telling the what we are learning and why”</p> <p>“Students will talk more”</p>
	Future teacher instructional practice	<p>“It will free me up”</p> <p>“Without the teacher guiding them every step”</p> <p>“I will be a guide</p>

Teacher H Third Interview Data. Teacher H added strategies to teach the students to carry on academic conversation with little or no input from the teacher. Teacher H is now teaching students strategies to articulate how their behavior affects their learning in the classroom. Teacher H’s students now have input into the classroom organization. Students decide what work is displayed in the classroom and where materials are housed in the classroom.

Teacher H has felt failure and success with implementing student ownership in the classroom. Some strategies the students are understanding and working through while others are

not. When the students are not understanding the strategies, it results in more instructional time while working through those student ownership strategies. Teacher H felt like there is balance between student ownership and teacher directed lessons in the classroom.

Table 26

Teacher H Individual Themes for Interview Three

Teacher H	Difference	“ My peer are seeing the difference in my students and me”
	Classroom feeling	“ The classroom seems happier”

Teacher I First Interview Data. Prior to implementing student ownership in the classroom, Teacher I had the sage on the stage teaching style in the classroom. Teacher I stood at the front of the room and lectured to the students. The teacher was lecturing in the front of the room, and most of the students were unreceptive to the information the teacher was lecturing about.

The student’s role is to have a partnership between the students, their families, and teachers. All these people play integral roles of various kinds throughout the year.

Teacher I has a classroom that is built on mutual respect between the students and between the students and the teacher. The teacher teaches a growth mindset from the beginning of the year so students feel comfortable to take risks.

Table 27

Teacher I Individual Themes for Interview One

Teacher I	Current teacher instructional practices	<p>“Tend to be a control freak”</p> <p>“Need to learn to let go of control”</p>
	Future teacher instructional practice	<p>“ Work as partners with students”</p> <p>“ Be a guide to the students”</p> <p>“ Willingness to listen to the ideas from the student and possibly use them”</p>
	Role of the student	<p>“Students will own the process”</p> <p>“ Students do the heavy lifting and go home tired”</p> <p>“Freedom to choice”</p>
	Outcomes of students owning there learning	<p>“ Higher mastery of learning”</p> <p>“Increase their understanding”</p> <p>“Achievement will go up”</p>
	Culture	<p>“I think a classroom is a partnership between the students, their families, and teachers who all play integral roles of various kinds throughout the year”</p>

Teacher I Second Interview Data. Teacher I felt that they had a better definition of what student ownership really was after the summer institute. Once the teacher looked at the strategies presented at the summer institute, Teacher I felt that they were already doing many of the strategies mentioned in the summer institute. Teacher I felt the strategies being used in the classroom just needed to be tweaked. Teacher I wanted to be intentional in explaining the reason

why the teacher and students were doing what they are doing. Teacher I wanted to be explicit in explaining what mastery will look like at the end of the instruction.

Teacher I needed time to read the resources given at the summer institute to get a better grasp of the ways to teach the students to be student owners in the classroom, opportunities to implement the strategies, and then ways to assess whether it translated into greater engagement, student ownership, and mastery of content.

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Table 28

Teacher I Individual Themes for Interview Two

Teacher I	Future teacher instructional practice	<p>“Willingness to listen to ideas and possibly try them”</p> <p>“ Work with the kids to make sure they know the why, and the how”</p> <p>“Guide on the side rather than stand on the stage”</p>
	Student learning	<p>“The students will know the what they will be learning(outcome)”</p> <p>“The students will learn the why they are learning”</p> <p>“ The students are able to show what they have learned”</p>
	Outcomes of students owning there learning	<p>“Students able to articulate to others”</p>

“Explaining the reason why we are doing what we are doing”

“Students will feel a bigger role in the instructions”

“More opportunity for students to help each other”

“Culture of collegiality”

“Culture of we are a team”

Teacher I Third Interview Data. Teacher I added talking with the students about what students owning their own learning in their classroom looked like for the students. The teacher and the students co-created what the expectations were for the students and teacher regarding students owning their own learning in their classroom. Teacher I changed from being a “control freak” in the classroom to learning to “let go” of some of the classroom control. The teacher felt the students had more voice in their learning when the teacher was able to give up control. The teacher believes that when students have a voice/choice they are more involved and own what they are learning.

Teacher I felt that many student ownership strategies presented at the summer institute were already being used in the classroom. Teacher I implemented the strategy to teach students what mastery looked like during a lesson. Teacher I felt successful teaching the students what mastery looked like for each lesson.

Table 29

Teacher I Individual Themes for Interview Three

Teacher I	Time	“ I am feeling like with each day I am implementing student ownership with more fidelity.
	Learning	“ I am still learning through the process

Table 30

Commonalities among Participants in Interview One

	Current Teacher Instructional Practices before Implementing Student Ownership	What role do students play in your classroom currently?	Culture in the Classroom before Implementing Student Ownership
Teacher A	Teacher Response: “ I give the knowledge to the students” “I pick the lessons and activities for the units”	Teacher Response: “They are active learners”	Teacher Response: “Equal members of the family” “Trust” “Inclusive classroom family that celebrated differences”
Teacher B	Teacher Response: Teacher who taught a lesson to the student” “ I am the main talker” “Director” “ Giver of information”	Teacher Response: “The students’ role is one of learning, following directions, completing a task successful”	Teacher Response: “promote notions of an inclusive classroom family that celebrates differences and identifies common purposes”
Teacher C	Teacher Response: “I give the knowledge to the students” “ Not a lot of choice for students” “ They don’t have a change to explore on their own”	Teacher Response: “they have voice and choice over where they sit”	Teacher Response: “We care about each other and support each other”
Teacher D	Teacher Response: “I tend to be the leader” “My current role is being The leader”	Teacher Response: “Students are learning based on our scope and sequence document the district provides.	Teacher Response: “Organized and child centered”, “More classroom community”, “ Welcoming to all”, and “ Positive vibes where all students feel success and engaged”

Teacher E	Teacher Response: “Facilitator of knowledge” “ I make the decisions when it comes to what the students learn”	Teacher Response: “Students know the daily objectives and work towards mastery of the daily objectives”	Teacher Response: “Family unit”, “More trust”, and “More respect for their peers”
Teacher F	Teacher Response: “Teacher focused”	Teacher Response: “students are listeners and absorbs new information”	Teacher Response: “I like to think that my classroom culture is full of respect and kindness”
Teacher G	Teacher Response: “ Teacher directed” “ I ask the questions and the students answer the questions”	Teacher Response: “They are part of the learning community.” “Equal to each other and free/safe to share ideas with the learning community”	Teacher Response: “Promote a feeling of safety, acceptance, and understanding of student difference” “Equal to each other and free and safe to share ideas “
Teacher H	Teacher Response: “Without student input” “They follow cues” “The students look at me”	Teacher Response: “ They follow the teachers directions”	Teacher Response: “ Very respectful of all student’s needs” “ Work together as a family unit” “Have fun together”
Teacher I	Teacher Response: “Tend to be a control freak” “Need to learn to let go of control”	Teacher Response: “ To learn from the teacher”	Teacher Response: “I think a classroom is a partnership between the students, their families, and teachers who all play integral roles of various kinds throughout the year”

The Researchers Overall Analysis of the First Interviews. Patterns and themes were found from the answers of each participant’s interview. The themes and patterns were individual to the participant, but there were also patterns and themes that showed commonalities among each participant as they learned about student ownership (Appendix C).

One of the characteristics that the participants were in agreement with was their current role in the classroom. Each participant felt that their role was very teacher centered. The teachers were the givers of information to the students. The teacher was the center of attention in the classroom. Teachers were not sure how to navigate around students taking more ownership in the

classroom. Some of the participants tried to be more of a facilitator but ended up taking the lead over the lesson and activity the majority of the time.

The second characteristic the participants were in agreement with was the culture in the classroom. The culture in the classrooms was one where all students felt welcomed, safe, loved, respected, and free to learn in the same environment. The participants were very proud to talk about the culture they built in their classrooms. The feeling from the participants was that they spent a lot of time building a positive culture in their classrooms where learning could occur.

A characteristic that the participants were not in agreement with was the student's current role in the classroom. Each participant's student role looked different based on the teacher and the classroom. Some student's roles were to be a listener, a learner, to follow nonverbal and verbal cues, no daily objectives, and to follow directions. Most participants voiced student's roles were to learn, but not all participants voiced that as the role of the students.

Table 31

Summary Table for Interview One

Code or Theme	Datum Supporting the Code or Theme	Researcher's Interpretive Summary
Current Teacher Instructional Practices before Implementing Student Ownership	Teacher Response: "I am the main talker" "Director" "Giver of information" "Tend to be a control freak"	All the teachers felt that their role was very teacher centered in the classroom before implementing student ownership in the classroom
Student current Role in the Classroom before Implementing Student Ownership	Teacher Response: "students are listeners and absorb new information" "To learn from the teacher"	The teacher's student role looked different based on the teacher and the classroom. Some student's roles were to be a listener, a learner, to follow nonverbal and verbal cues, no daily objectives, and to follow directions.
Culture in the Classroom before Implementing Student Ownership	Teacher Response: "Positive vibes where all students feel success and engaged" "Inclusive classroom family that celebrated differences"	The teacher's culture in the classrooms was one where all students felt welcomed, safe, loved, respected, and free to learn in the same environment.

Analysis of the Second Interviews. The researcher created sixteen interview questions for the interviews that included different components of how the participants felt about student ownership, how their classroom was set up to facilitate student ownership, and their classroom instructional strategies that were based around student ownership (Appendix B). The researcher interviewed the nine participants after the two-day professional development they received on student ownership. The second interviews were conducted July 10-11, 2019. The researcher looked for multiple patterns throughout the participant’s interviews. There were multiple patterns in the participant’s interviews. The patterns the researcher focused on were: sufficient professional development, follow up training, and student ownership impact (Appendix F).

Table 32

Commonalities among Participants in Interview 2

	Was Summer Institute Effective	Needed Follow up Training
Teacher A	Teacher Response: “ Yes walked away with ideas and strategies about student ownership”	Teacher Response: “Maybe videos of teachers implementing new concepts”
Teacher B	Teacher Response: “Yes got a better understanding of student ownership in the classroom”	Teacher Response: “More information on how to start”
Teacher C	Teacher Response: “Yes learned more about student ownership and how to implement it”	Teacher Response: “Maybe some videos of teachers doing these things in their classroom”

Teacher D	Teacher Response: “Yes the summer institute improved how I delivery instructions to my students”	Teacher Response: “I would love some more ideas of ways I can implement this”
Teacher E	Teacher Response: “I received specific tools to how to implement student ownership”	Teacher Response: “I would have like to see some examples of students taking ownership in their learning and in their work”
Teacher F	Teacher Response: “Yes I learned how to get my student involved”	Teacher Response: “ I would like to have someone a to troubleshoot with once we get the ball rolling”
Teacher G	Teacher Response: “ The information from the summer institute will improve my students accountability in the classroom”	Teacher Response: “Some video clips of experienced teachers using activities or lessons for examples of how to use student ownership”
Teacher H	Teacher Response: “I was able to get strategies that will help my students grow to own their individual learning”	Teacher Response: “Example lessons or activities in our grade levels to serve as an example of what student ownership could look like”
Teacher I	Teacher Response: “Yes I have found ways to engage my students in there learning”	Teacher Response: “I would love to see videos of teachers applying this in their classrooms”

Overall Analysis of the Second Interviews. Patterns and themes were found from the answers of each participant’s interview. The themes and patterns were individual to the participant, but there were also patterns and themes that showed commonalities among each participant as they learned about student ownership (Appendix C).

One of the characteristics that the participants were in agreement with was the effectiveness of the summer institute. Each participant felt that the summer institute was effective. The participants all learned a strategy that they could use in their classroom to implement student ownership.

The second characteristics that the participants were in agreement with was the participants wanted some type of follow up training after the summer institute. Some participants wanted videos of teachers using student ownership in their classroom. Others wanted example lesson plans that had student ownership strategies that they could use in the classroom.

Table 33

Summary Table for Interview 2

Code or Theme	Datum Supporting the Code or Theme	Researcher's Interpretive Summary
Was Summer Institute Effective	Teacher Response: "Yes the summer institute improved how I delivery instructions to my students" "Yes I have found ways to engage my students in there learning"	Each participants felt that the summer institute was effective. The participants all learned a strategy that they could use in their classroom to implement student ownership.
Needed Follow up Training	"Some video clips of experienced teachers using activities or lessons for examples of how to use student ownership" "I would love to see videos of teachers applying this in their classrooms"	The participants want some type of follow up training after the summer institute. Some participants wanted video, and others wanted lesson plans.

Analysis of the Third Interviews. The researcher created two questions for the final interview that included different components of how the participants changed classroom practices and teacher's ability to implement (Appendix C). The researcher looked for multiple patterns throughout the participant's interview. There were multiple patterns in the participant's interviews. The patterns the researcher focused on were around the teacher change in classroom practices.

Table 34

Commonalities among Participant in Interview 3

	Ownership Strategies
Teacher A	Teacher Response: “I taught the students to know what skill they are learning for each lesson.”
Teacher B	Teacher Response: “I added more student talk, more student choice and students making more student led decisions about instruction in the classroom”
Teacher C	Teacher Response: “I give the students time to explore their learning on their own within a lesson”
Teacher D	Teacher Response: “ I taught students to articulate the strategy they are using to learn the skills”
Teacher E	Teacher Response: “I am modeling to the students taking ownership and pride in their work will ultimately yield a better result”
Teacher F	Teacher Response: “Students are able to articulate if they are learning and or if they a struggling”
Teacher G	Teacher Response: “ Students are learning to create their own assessments”
Teacher H	Teacher Response: “ The students are working on having conversation with little or no input from the teacher”
Teacher I	Teacher Response: “I want to the students to know what having student ownership looks like in the classroom”

Overall Analysis of the Third Interviews. Patterns and themes were found from the answers of each participant’s interview. The themes and patterns were individual to the participant, but there were also patterns and themes that showed commonalities among each participant as they learned about student ownership (Appendix C).

The characteristics that the participants all had in common was using a student ownership strategy in their classroom. Each participant found a least one strategy to implement in their room that promoted student ownership. The participants all learned a strategy that they could use in their classroom to implement student ownership.

Table 35

Summary Table for Interview 3

Code or Theme	Datum Supporting the Code or Theme	Researcher's Interpretive Summary
Ownership Strategies	"Students are able to articulate if they are learning and or if they a struggling" "I want to the students to know what having student ownership looks like in the classroom"	Each teacher is using one strategy to implement in there room that promoted student ownership.

Analysis of the Journal Writings. The researcher created questions for the participants to answer during the professional development. The questions included different components of what the participants wanted to learn from the professional development, how the participants will use the information in their classroom, and how likely the participants are to implement some part of students taking ownership in their learning after the professional development (Appendix D). The researcher looked for patterns based around teacher learning, instructional strategies, implementing, and change (Appendix F).

Teacher A Journal Writings. Teacher A learned that the students need to have buy-in to what they are learning. The teacher also learned how to explicitly build into their classroom the structure/strategies that foster student ownership. Teacher A will use protocols around respectful culture, social-emotional learning, and responsive classrooms to enhance student ownership. Teacher A will likely build more time in the classroom to have students reflect on their learning. The teacher will stop and take the time to teach students to think and reflect on their learning.

Table 36

Teacher A Individual Themes for the Journal Writing

Teacher	Code or theme	Data Supporting code or theme
Teacher A	Student learning	“Real power over there learning” “They will have real buy in to their learning”
	Student mastery	“ How do students assess their own mastery” “ Students need to own their level of mastery” “ knowing mastery is important”
	Teachers hopes after implementing students owning their own learning in the classroom.	“ Increase in confidence” “ Increase in achievement”
	Teacher needs	“ Need to find the time” “Need to research more”

Teacher B Journal Writings. Teacher B has a better understanding of student ownership in the classroom and the best ways to implement student ownership in the classroom. Teacher B will use more questioning and will give more choices to the students to enhance student ownership. Teacher B will also spend more time on getting to know students personally, their background, and their family connections to enhance student ownership in the classroom. Teacher B will make sure that they are less of the focus, and the students will become more of the focus.

Table 37

Teacher B Individual Themes for the Journal Writing

Teacher B	Choice	“Students will make more choice” “Students will have more choice” “more choice”
	Future instructional practices the teacher wants to implement	“Teacher steps back” “Teacher is a facilitator” “Teacher listens to the students”
	Emotion	“Excited” “Nervous”
	Questions	“What is the upfront work to get ready” “What is the best way to make it happen for the students” “Where do I start”

Teacher C Journal Writings. Teacher C learned more about student ownership and how it was implemented in the classroom. Teacher C will create more time for students to have

meaningful conversations to enhance student ownership in the classroom. Teacher C will teach the students learning strategies on how to take ownership of their learning. The teacher will spend time making sure the students can learn strategies to talk about their own self-awareness.

Table 38

Teacher C Individual Themes for the Journal Writing

Teacher C	Emotion	“Excited” “Nervous” “Overwhelmed”
	Questions	“How do I balance teacher directed to student directed” “What does it look like in a classroom” “How do I do it with kindergarten”
	Student control	“Control over their own learning” “Control over what they learn” “Control over how they learn”
	Student role	“Students will know when they need help” “Student will understand why they are learning”

Teacher D Journal Writings. Teacher D learned how important it is to become vulnerable and to allow her students to take ownership of their learning environment and learning. Teacher D will model strategies to explain their thought process verbally and walk the students through the steps to enhance student ownership in the classroom. Teacher D will also allow time to let the students practice explaining themselves to enhance student ownership in the

classroom. Teacher D will give her students more choices in the classroom. The teacher will spend time teaching the students how to explain their learning.

Table 39

Teacher D Individual Themes for the Journal Writing

Teacher D	Build	“Build Leadership” “Build confidence” “Build lifelong learners”
	Time	“Time to practice” “Time to model” “Time to explain”
	Role of the student	“Student can explain the why and how of learning” “The students can explain their thought process” “student can explain their learning”

Teacher E Journal Writings. Teacher E learned how important it is to model to her students the importance of developing the real-world relationship for each lesson they learn. Teacher E will provide students with specific reasons as to why the lesson being taught is important to enhance student ownership in the classroom. Teacher E will teach the students to know the specific reason why the lesson being taught is important.

Table 40

Teacher E Individual Themes for the Journal Writing

Teacher E	Starting	Ready “ ‘Doable’ “Manageable”
	Outcomes of students owning their own learning	“ Build student confidence” “ Relationships will grow among peers” “Student will be motivated to learn” “Students learn more”

Teacher F Journal writings. Teacher F learned what student ownership is, why the teacher would use ownership in the classroom, and how to get students involved. Teacher F will clearly post and verbalize the expectations to enhance student ownership in the classroom. Teacher F will teach all their learning strategies with fidelity and consistently model to students the learning strategies.

Table 41

Teacher F Individual Themes for the Journal Writing

Teacher F	Outcomes of students owning their own learning	“Students being proud” “more lightbulb moments” “Kids talking more”
	Questions	“What do I do if students resist” “When do I explicitly teach”
	Role of the student	“Students more involved” “Students are guides”

Teacher G Journal Writings. Teacher G learned how having another peer watch his/her practice and give feedback is important when it comes to student ownership. Teacher G will use group work, student choices, creativity, and safe classroom culture to enhance student ownership in the classroom.

Table 42

Teacher G Individual Themes for the Journal Writing

Teacher G	Self needs	<ul style="list-style-type: none"> “ Have Management” “Stay positive” “Have Balance”
	Outcomes of students owning their own learning	<ul style="list-style-type: none"> “More student talk” “More giving receiving feedback from peers” “Students asking questioning” “ Positive culture”
	Questions	<ul style="list-style-type: none"> “ How do I do this in literacy” “ Where should I start”

Teacher H Journal Writing. Teacher H learned new techniques to get students to take ownership of their learning. Teacher H will use more student talk especially targeted toward

how the students are learning and why they are learning the information to enhance student ownership in the classroom. Teacher H will change how the student's accountable talk looks in the classroom. The accountable talk will be more than what the students are learning. The accountable talk will be more about the how and why the student are learning

Table 43

Teacher H Individual Themes for the Journal Writing

Teacher H	Starting	"Willing" "Ready to implement" "Interest me"
	Outcomes of students owning their own learning	"Student confidence will grow" "Student will become more independent" "Positive impact on students"
	Do more of before implementing student ownership	"More discussion on what we are learning" "More modeling the why we are learning" "more modeling to the students the why we are learning"
	Questions	"How do I start" "Can you help me start"

Teacher I Journal Writings. Teacher I learned to look more into how the instruction is being delivered to students. Teacher I will use group roles for students and allow students to have more choices in the aspect of assessment, instructions, and projects to enhance student ownership in the classroom. Teacher I will teach the students to identify their own strengths and areas of need.

Table 44

Teacher I Individual Themes for the Journal Writing

Teacher I	Outcomes of students owning their own learning	“ Increase in student engagement” “ Students will know the how and why” “ Student will own voice and choice”
	Questions	“What will this look like in my room” “ what strategies do I need to know to start off” “ Model lessons with student ownership in mind” “ Pick strategies to teach student ownership” “Set up my room differently”
	What needs to be now	

Table 45

Commonalities among the Journal Writing

	Teacher Learning during the Summer Institute	Change being made to instructional practices after the Summer Institute	What Instructional Strategy will change
Teacher A	Teacher Response: “Strategies to implement student ownership in the classroom”	Teacher Response: “ Build more reflection time”	Teacher Response: “ Protocols around respectful culture”
Teacher B	Teacher Response: “ Have a finished product and give them choices on how to get there”	Teacher Response: “I will be less of the focus”	Teacher Response: “Give more choices”
Teacher C	Teacher Response: “ The students need to express how they will show they learned the skill”	Teacher Response: “ Teach the students to let me know when they are struggling”	Teacher Response: “ More conversation among the students”
Teacher D	Teacher Response: “Model strategies and practice skills”	Teacher Response: “ Give more choices”	Teacher Response: “ Allow students to explain their learning”
Teacher E	Teacher Response: “Develop real world relationship to each lesson.	Teacher Response: “Build students confidence even when they make a mistake”	Teacher Response: “ Teach the students the why behind the work”

Teacher F	Teacher Response: “What student ownership was”	Teacher Response: “ Working with the strategies with fidelity and consistency”	Teacher Response: “ Clear posting of expectations”
Teacher G	Teacher Response: “ Better ways to incorporate student ownership with literacy”	Teacher Response: “ More student talk”	Teacher Response: “ Teach the students to understand how the lesson will help then in the future”
Teacher H	Teacher Response: “ Knowing where to start with implementing student ownership”	Teacher Response: “The talk needs to be more on the how and why we are learning”	Teacher Response: “Getting the students to understand the why “
Teacher I	Teacher Response: “ I will look more systematically at how the instruction is being delivered”	Teacher Response: “Show student what mastery looks like for each lesson”	Teacher Response: “Be more articulate the how and why behind the instruction.

Table 46

Summary Table for the Journal Writing

Code or Theme	Datum Supporting the Code or Theme	Researcher’s Interpretive Summary
Teacher Learning during the Summer Institute	Teacher Response: “Strategies to implement student ownership in the classroom” “ Have a finished product and give them choices on how to get there”	All the teachers were in agreement that they learned something about student ownership during the summer institute
Instructional strategies that will enhance student ownership in your classroom?	Teacher Response: “Be more articulate the how and why behind the instruction.	Each teacher would use a different instructional strategy to enhance student ownership in the classroom.
What Instructional Strategy will change	Teacher Response: “The talk needs to be more on the how and why we are learning” “Show student what mastery looks like for each lesson	All the teachers felt they would change an instructional practice to implement student ownership in the classroom.

Researcher’s Overall Analysis of the Journal Writings. Patterns and themes were found from the answers of each participant’s journal writing. The themes and patterns were

individual to the participant, but there were also patterns and themes that showed commonalities among each participant as they learned about student ownership.

One of the characteristics that the participants were in agreement with was that all felt they learned something about student ownership during the summer institute. The participants all felt they learned something new about student ownership. What they individually learned about student ownership was different. Some participants learned how to implement student ownership, the importance of students learning the why and how to do a lesson, and new strategies to use in the classroom.

A second characteristic that the participants were in agreement with was that all teachers would change instructional practices to accommodate student ownership in their classroom. The participants all felt they would change an instructional practice to implement student ownership in the classroom.

A characteristic that the participants did not agree with was an instructional strategy they are already using that would enhance student ownership in the classroom. Each participant would use a different instructional strategy to enhance student ownership. Some different strategies the participants used to enhance ownership included using more questioning, giving more choices, giving students specific reason as to why the lesson was being taught, and clearly posting and verbalizing the expectations.

The First Survey. The study began with a survey. The survey used in this research was a Likert scale survey that measured the participant's knowledge of student ownership and student engagement. The participants rated the questions on a one to four level of agreement. If a participant chose the number one, the participant was not satisfied. If a participant chose the number two, the participant was a little satisfied. If a participant chose the number three, the

participant was satisfied. If a participant chose the number four, the participant was very satisfied. The surveys were used to gauge participant's knowledge regarding student ownership throughout the study.

The Second Survey. After the participants took part in a two-day summer institute on July 8- 9, 2019 on student ownership, the participants took the second survey. The second survey was given to the participants on July 10, 2019. The researcher conducted a four-question survey to measure how much knowledge the participants had on the topic of student ownership. The survey was used to see if there was a change in the participant's knowledge of student's ownership after the professional development.

The Third Survey. After the participants implemented student ownership in the classroom for three weeks, the participants took the third survey. The third survey was given to the participants on August 30, 2019. The researcher conducted a four-question survey to measure how much knowledge the participants had on the topic of student ownership. The survey was used to see if there was a change in the participant's knowledge of student's ownership after the

participants implemented student ownership in the classroom.

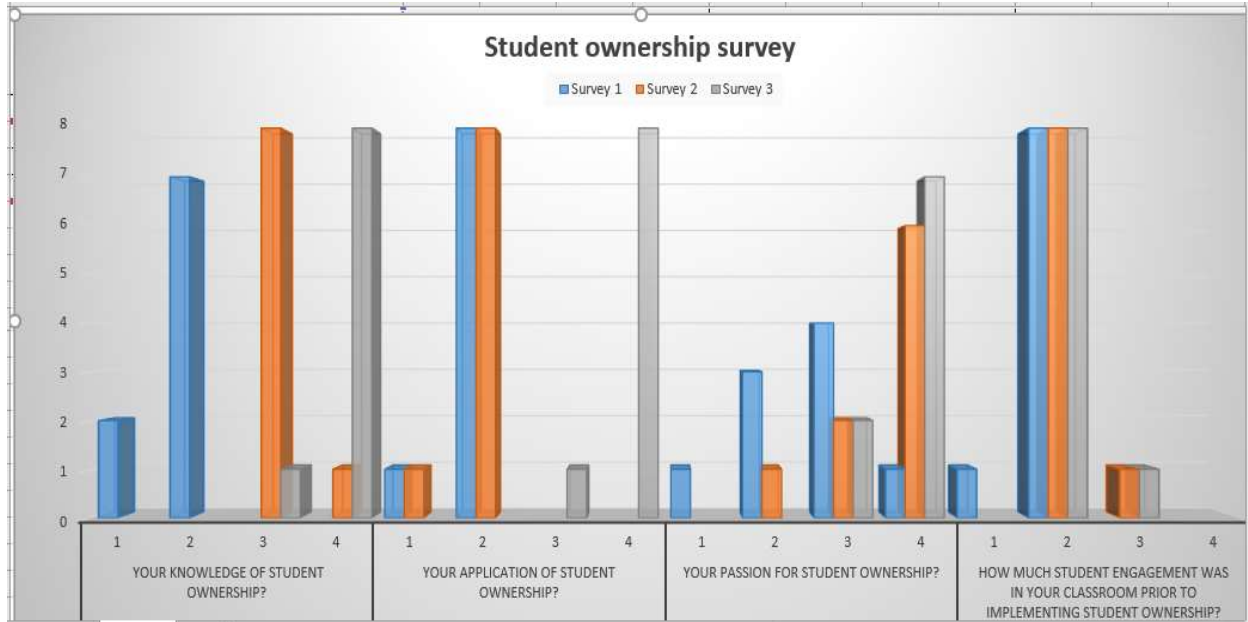


Figure 1.3: The Results of the Three Surveys

Researcher's Overall Analysis of the First Survey. According to the results of the survey, the participants were not satisfied with the amount of knowledge they had on student ownership. Additionally, the participants were not satisfied with how much application of student ownership they applied in their classrooms. The participants' passion for student ownership prior to the professional development was divided. About half the participants were not satisfied, and half were satisfied with the amount of passion they had for student ownership. The participants were not satisfied with the amount of student engagement in the classroom prior to the professional development.

Researcher's Overall Analysis of the Second Survey. All the participants participated in the survey. The participant's knowledge of student ownership after the professional development indicated the participants were satisfied and very satisfied with the amount of knowledge they had on student ownership. Compared to the first survey, the participants were not satisfied with how much application of student ownership they applied in their classrooms.

The participant's application of student ownership after the professional development indicated the participants were not satisfied with how much application of student ownership they applied in their classrooms. The first and second survey had identical results: after the professional development, the participants still felt not satisfied with how much application of student ownership they had in their classrooms.

The participant's passion for student ownership after the professional development indicated the participants were satisfied to very satisfied. One participant in the survey was not satisfied with the amount of passion they had for student ownership after the professional development. Compared to the first survey, more participants were satisfied with how much passion they had for student ownership after the professional development.

The participant's amount of student engagement in the classroom after the professional development indicated the participants were not satisfied with the amount of student engagement before the professional development. The first and second survey had almost identical results: after the professional development, the participants still felt dissatisfied with student engagement in the classroom.

Researcher's Overall Analysis of the Third Survey. All the participants participated in the survey. The participant's knowledge of student ownership after three weeks of implementing student ownership in the classroom indicated the participants were satisfied and very satisfied

with the amount of knowledge they had on student ownership. Compared to the second survey, more participants were very satisfied with their knowledge of student ownership.

The participant's application of student ownership after the professional development indicated the participants were satisfied or very satisfied with how much application of student ownership they applied in their classrooms. The survey was given to the participants three weeks after school started for the year. The results from the third survey, compared to the first and second, show that teachers were satisfied to very satisfied with the application of student ownership in their classroom.

The participant's passion for student ownership after the professional development indicated the participants were satisfied to very satisfied. Compared to the first and second survey, more participants were satisfied with how much passion they had for student ownership after the professional development

The participant's amount of student engagement in the classroom after the professional development indicated the participants were not satisfied with the amount of student engagement before the professional development. The first, second, and third survey had almost identical results: after the professional development, the participants still felt not satisfied with student engagement in the classroom.

The Classroom Observations. The participants were observed Monday, Wednesday, and Friday for thirty minutes during the weeks of August 12- 30, 2019. The researcher observed the nine participants in their classroom to see if students were using the strategies taught in the summer institute. The researcher created a student ownership checklist to use when observing the participants in their classroom (Appendix E). The student ownership checklist was created using the work of Robert & Kennedy's book *Developing Student Ownership*. The checklist focused on

how the student interact with the instruction, curriculum, assessment, and climate in the classroom. The student ownership checklist was designed to see what stage of ownership the students were in related to instruction, curriculum, assessment, and climate in the classroom. If the students were in the doing stage of instruction, curriculum, assessment, and climate the students could state the information. If the students were in the understanding stage of instruction, curriculum, assessment, and climate, the students could explain the information. If the students were in the owning stage of instruction, curriculum, assessment, and climate, the students could articulate the information.

The researcher also observed nine teachers that were not involved in the summer institute. The researcher reached out via email to teachers at the same elementary school as the participants of the study to find teachers willing to allow the researcher to observe their classroom. The first nine teachers that were willing to allow the researcher to observe their classrooms were picked to be the non-participants in the study. The teachers were given numbers to conceal their identity. Those nine teachers were observed Monday, Wednesday, and Friday for thirty minutes during the weeks of August 12- 23, 2019. The researcher used the same student ownership checklist that was used with the participants of the summer institute. The researcher wanted to see if there was a difference between how the students interacted with the instruction, curriculum, assessment, and climate in the classroom with the participants of the summer institute and the non-participants of the summer institute.

Teacher A Number of Occurrences. The results of how the students interacted with instruction through student ownership for the week of August 12-16, 2019. There were two occurrences of students who could state how they needed to complete the task in front of them. There were two occurrences of students who could explain what strategies they were engaged in

during a lesson. There were zero occurrences of students who could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how the students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There was one occurrence of students who could state the task in front of them or recite what they were learning. There were zero occurrences of students that could explain the skills they were learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 12-16, 2019. There were zero occurrences of students that could state how they will finish the task in front of them. There were zero occurrences of students that could explain how they know they were learning. There was zero occurrences of students that could articulate if they are learning or struggling and why and what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12- 16, 2019. There were one occurrences of students that could state the rules in the classroom. There were two occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were zero occurrences of students that could articulate their roles in respectful, cooperative, and collaborative class support.

The results of how Teacher A's students interacted with instruction through student ownership for the week of August 19-23, 2019. There were thirteen occurrences of students that could state how they needed to complete the task in front of them. There were nine occurrences of students that could explain what strategies they were engaged in. There were twelve

occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how Teacher A's students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were ten occurrences of students that could state the task in front of them or recite what they were learning. There were eleven occurrences of students that could explain the skills they are learning. There was five occurrence of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how Teacher A's students interacted with the assessments for the week of August 19-23, 2019. There were eleven occurrences of students that could state how they will finish the task in front of them. There were ten occurrences of students that could explain how they knew they were learning. There were seven occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how Teachers A's students interacted with climate through student ownership for the week of August 19- 23, 2019. There were thirteen occurrences of students that could state the rules in the classroom. There were twelve occurrences that students could explain how a respectful, cooperative, and collaborative class supports learning. There were eleven occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher A Summary. During the first week of observations Teacher A had no occurrences of students taking ownership of instruction, curriculum, assessment, or climate. During the second week of observations Teacher A had twelve occurrences of students taking ownership of instruction. There were students that were able to articulate the strategy they used

to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

Teacher A had five occurrences of students taking ownership of the curriculum. There were students that were able to articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

Teacher A had seven occurrences of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher A had eleven occurrences of students taking ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher B Number of Occurrences. The results of how students interacted with instruction through student ownership for the week of August 12-16, 2019. There was one occurrence of students that could state how they needed to complete the task in front of them. There was one occurrence of students that could explain what strategies they were engaged in. There were zero occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were two occurrences of students that could state the task in front of them or recite what they were learning. There was one occurrence of students that could explain the skills they were learning. There was one occurrence of students in that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 12-16, 2019. There were three occurrences of students that could state how they will finish the task in front of them. There were zero occurrences of students that could explain how they know they are learning. There were zero occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12-16, 2019. There was one occurrence of students that could state the rules in the classroom. There was one occurrence of students that could explain how a respectful, cooperative, and collaborative class supports learning. There was one occurrence of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

The results of how the students interacted with instruction through student ownership for the week of August 19-23, 2019. There were ten occurrences of students that could state how they needed to complete the task in front of them. There were seven occurrences of students that could explain what strategies they were engaged in. There were seven occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were eight occurrences of students that could state the task in front of them or recite what they were learning. There were four occurrences of students that could explain the skills they are learning. There were eleven occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 19-23, 2019. There were eleven occurrences of students that could state how they will finish the task in front of them. There were six occurrences of students that could explain how they knew they were learning. There were six occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 19-23, 2019. There were nine occurrences of students that could state the rules in the classroom. There were eight occurrences of students in Teacher B's classroom that could explain how a respectful, cooperative, and collaborative class supports learning. There were ten occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher B Summary. During the first week of observations, Teacher B had one occurrence of students taking ownership of curriculum, and climate. During the second week of observations, Teacher B had seven occurrences of students taking ownership of instruction. There were students that were able to articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

Teacher B had eleven occurrences of students taking ownership of the curriculum. There were students that were able to articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future. Teacher B had six occurrences of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher B had ten occurrences of students taking ownership

of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher C Number of Occurrences. The results of how students interacted with instruction through student ownership for the week of August 12-16, 2019. There were two occurrences that students could state how they needed to complete the task in front of them. There were zero occurrences of students that could explain what strategies they were engaged in. There were zero occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There was one occurrence of students that could state the task in front of them or recite what they were learning. There were two occurrences of students that could explain the skills they were learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how student interacted with the assessments for the week of August 12-16, 2019. There were four occurrences of students that could state how they will finish the task in front of them. There were five occurrences of students that could explain how they know they are learning. There were seven occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12- 16, 2019. There was one occurrence of students in Teacher C's classroom that could state the rules in the classroom. There was one occurrence of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were zero

occurrences of students that could articulate their roles in respectful, cooperative, and collaborative class support.

The results of how students interacted with instruction through student ownership for the week of August 19-23, 2019. There were nine occurrences of students that could state how they needed to complete the task in front of them. There were five occurrences of students that could explain what strategies they were engaged in. There were four occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were six occurrences of students in Teacher C's classroom of students who could state the task in front of them or recite what they were learning. There were six occurrences of students that could explain the skills they are learning. There were five occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 19-23, 2019. There were ten occurrences of students that could state how they will finish the task in front of them. There were five occurrences of students that could explain how they knew they were learning. There were five students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 19-23, 2019. There were seven occurrence of a student that could state the rules in the classroom. There were four occurrences of students that could explain how a respectful,

cooperative, and collaborative class supports learning. There were five occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher C Summary. During the first week of observations, Teacher C had one occurrence of students taking ownership of assessments. During the second week of observations, Teacher C had four occurrences of students taking ownership of instruction. There were students that were able to articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

Teacher C had five occurrences of students taking ownership of the curriculum. There were students that were able to articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future. Teacher C had five occurrences of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher C had five occurrences of students taking ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher D Number of Occurrences. The results of how students interacted with instruction through student ownership for the week of August 12-16, 2019. There were two occurrences that students could state how they needed to complete the task in front of them. There were two occurrences of students that could explain what strategies they were engaged in. There were zero occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were three occurrence of students that could state the

task in front of them or recite what they were learning. There were two occurrences of students that could explain the skills they were learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how student interacted with the assessments for the week of August 12-16, 2019. There were two occurrences of students that could state how they will finish the task in front of them. There was one occurrence of students that could explain how they know they are learning. There was one occurrence of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12-16, 2019. There were five occurrence of a student that could state the rules in the classroom. There were three occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were two occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

The results of how students interacted with instruction through student ownership for the week of August 19-23, 2019. There were four occurrences of students that could state how they needed to complete the task in front of them. There were six occurrences of students that could explain what strategies they were engaged in. There were four occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There was seven occurrences of students in Teacher D's classroom could state the task in front of them or recite what they were learning. There were five

occurrences of students that could explain the skills they are learning. There was six occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 19-23, 2019. There were four occurrences of students that could state how they will finish the task in front of them. There were five occurrences of students that could explain how they knew they were learning. There were two students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 19-23, 2019. There were seven occurrences of a student that could state the rules in the classroom. There were five occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were two occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher D Summary. During the first week of observations, Teacher D had one occurrence of students taking ownership of assessments, and two students that took ownership of climate. During the second week of observations, Teacher D had four occurrences of students taking ownership of instruction. There were students that were able to articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

Teacher D had six occurrences of students taking ownership of the curriculum. There were students that were able to articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future. Teacher D had two occurrences of students taking ownership of the assessments. There were

students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher D had two occurrences of students taking ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher E Number of Occurrences The results of how students interacted with instruction through student ownership for the week of August 12-16, 2019. There were four occurrences that students could state how they needed to complete the task in front of them. There was one occurrence of students that could explain what strategies they were engaged in. There were zero occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were three occurrence of students that could state the task in front of them or recite what they were learning. There were two occurrences of students that could explain the skills they were learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how student interacted with the assessments for the week of August 12-16, 2019. There were two occurrences of students that could state how they will finish the task in front of them. There were two occurrences of students that could explain how they know they are learning. There was one occurrence of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12-16, 2019. There were nine occurrence of a student that could state the rules in

the classroom. There were six occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were eight occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support

The results of how students interacted with instruction through student ownership for the week of August 19-23, 2019. There were eight occurrences of students that could state how they needed to complete the task in front of them. There were four occurrences of students that could explain what strategies they were engaged in. There were four occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were ten occurrences of students in Teacher D's classroom could state the task in front of them or recite what they were learning. There were three occurrences of students that could explain the skills they are learning. There were three occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 19-23, 2019. There were seven occurrences of students that could state how they will finish the task in front of them. There were four occurrences of students that could explain how they knew they were learning. There were four students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 19-23, 2019. There were seven occurrences of a student that could state the rules

in the classroom. There were three occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were three occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher E Summary. During the first week of observations, Teacher E had one occurrence of students taking ownership of assessments and two students that took ownership of climate. During the second week of observations, Teacher E had four occurrences of students taking ownership of instruction. There were students that were able to articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

Teacher E had six occurrences of students taking ownership of the curriculum. There were students that were able to articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future. Teacher E had two occurrences of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher E had two occurrences of students taking ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher F Number of Occurrences. The results of how students interacted with instruction through student ownership for the week of August 12-16, 2019. There was two occurrences that students could state how they needed to complete the task in front of them. There were three occurrences of students that could explain what strategies they were engaged in. There were two occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were three occurrence of students that could state the task in front of them or recite what they were learning. There were three occurrences of students that could explain the skills they were learning. There was one occurrence of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how student interacted with the assessments for the week of August 12-16, 2019. There was one occurrence of students that could state how they will finish the task in front of them. There were three occurrences of students that could explain how they know they are learning. There were zero occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12-16, 2019. There were three occurrence of a student that could state the rules in the classroom. There were two occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were three occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

The results of how students interacted with instruction through student ownership for the week of August 19-23, 2019. There were eight occurrences of students that could state how they needed to complete the task in front of them. There were three occurrences of students that could explain what strategies they were engaged in. There were six occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were eight occurrences of students in Teacher D's classroom could state the task in front of them or recite what they were learning. There were four occurrences of students that could explain the skills they are learning. There were five occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 19-23, 2019. There were seven occurrences of students that could state how they will finish the task in front of them. There were three occurrences of students that could explain how they knew they were learning. There were six students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 19-23, 2019. There was five occurrences of a student that could state the rules in the classroom. There were five occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were five occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher F Summary. During the first week of observations, Teacher F had two occurrences of students taking ownership of instruction, one occurrence of students taking ownership of the curriculum, and two occurrences of students taking ownership of their climate. During the second week of observations, Teacher F had six occurrences of students taking ownership of instruction. There were students that were able to articulate the strategy they used

to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

Teacher F had five occurrences of students taking ownership of the curriculum. There were students that were able to articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future. Teacher F had six occurrences of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher F had five occurrences of students taking ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher G Number of Occurrences. The results of how students interacted with instruction through student ownership for the week of August 12-16, 2019. There was one occurrence that students could state how they needed to complete the task in front of them. There were zero occurrences of students that could explain what strategies they were engaged in. There were three occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were two occurrence of students that could state the task in front of them or recite what they were learning. There were three occurrences of students that could explain the skills they were learning. There was one occurrence of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how student interacted with the assessments for the week of August 12-16, 2019. There was one occurrence of students that could state how they will finish the task in front of them. There were four occurrences of students that could explain how they know they are learning. There were three occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12-16, 2019. There were two occurrence of a student that could state the rules in the classroom. There was one occurrence of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were zero occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

The results of how students interacted with instruction through student ownership for the week of August 19-23, 2019. There were six occurrences of students that could state how they needed to complete the task in front of them. There were three occurrences of students that could explain what strategies they were engaged in. There were six occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were seven occurrences of students in Teacher G's classroom could state the task in front of them or recite what they were learning. There were three occurrences of students that could explain the skills they are learning. There were three occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 19-23, 2019. There were seven occurrences of students that could state how they will finish the task in front of them. There were three occurrences of students that could explain how they knew they were learning. There were three students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 19-23, 2019. There were seven occurrences of a student that could state the rules in the classroom. There were four occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were three occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher G Summary. During the first week of observations, Teacher G had three occurrences of students taking ownership of instruction, one occurrence of students taking ownership of the curriculum, and three occurrences of students taking ownership of their assessments. During the second week of observations, Teacher G had six occurrences of students taking ownership of instruction. There were students that were able to articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

Teacher G had three occurrences of students taking ownership of the curriculum. There were students that were able to articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future. Teacher G had three occurrences of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher G had three occurrences of students taking

ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher H Number of Occurrences The results of how students interacted with instruction through student ownership for the week of August 12-16, 2019. There were three occurrences that students could state how they needed to complete the task in front of them. There were two occurrences of students that could explain what strategies they were engaged in. There were one occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were three occurrence of students that could state the task in front of them or recite what they were learning. There were three occurrences of students that could explain the skills they were learning. There were five occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how student interacted with the assessments for the week of August 12-16, 2019. There were two occurrences of students that could state how they will finish the task in front of them. There were three occurrences of students that could explain how they know they are learning. There were five occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12-16, 2019. There were three occurrences of a student that could state the rules in the classroom. There were four occurrences of students that could explain how a respectful,

cooperative, and collaborative class supports learning. There were six occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

The results of how students interacted with instruction through student ownership for the week of August 19-23, 2019. There were seven occurrences of students that could state how they needed to complete the task in front of them. There were five occurrences of students that could explain what strategies they were engaged in. There were five occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There was six occurrences of students in teacher G's classroom could state the task in front of them or recite what they were learning. There were five occurrences of students that could explain the skills they are learning. There were five occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 19-23, 2019. There were six occurrences of students that could state how they will finish the task in front of them. There were six occurrences of students that could explain how they knew they were learning. There were four students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 19-23, 2019. There were three occurrences of a student that could state the rules in the classroom. There were three occurrences of students that could explain how a respectful,

cooperative, and collaborative class supports learning. There were four occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher H Summary. During the first week of observations, Teacher H had one occurrence of students taking ownership of instruction, five occurrences of students taking ownership of the curriculum, five occurrences of students taking ownership of their assessments, and six occurrences of students taking ownership of their climate. During the second week of observations, Teacher H had two occurrences of students taking ownership of instruction. There were students that were able to articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

Teacher H had five occurrences of students taking ownership of the curriculum. There were students that were able to articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future. Teacher H had four occurrences of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher H had four occurrences of students taking ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher I Number of Occurrences. The results of how students interacted with instruction through student ownership for the week of August 12-16, 2019. There were four occurrences that students could state how they needed to complete the task in front of them. There were three occurrences of students that could explain what strategies they were engaged in. There were two occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were four occurrences of students that could state the task in front of them or recite what they were learning. There were two occurrences of students that could explain the skills they were learning. There were three occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how student interacted with the assessments for the week of August 12-16, 2019. There were four occurrences of students that could state how they will finish the task in front of them. There were three occurrences of students that could explain how they know they are learning. There were three occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12-16, 2019. There were two occurrences of a student that could state the rules in the classroom. There was one occurrence of students that could explain how a respectful, cooperative, and collaborative class supports learning. There was two occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

The results of how students interacted with instruction through student ownership for the week of August 19-23, 2019. There were five occurrences of students that could state how they needed to complete the task in front of them. There were four occurrences of students that could explain what strategies they were engaged in. There were three occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were four occurrences of students in teacher I's classroom could state the task in front of them or recite what they were learning. There were two occurrences of students that could explain the skills they are learning. There were four occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 19-23, 2019. There were five occurrences of students that could state how they will finish the task in front of them. There were four occurrences of students that could explain how they knew they were learning. There were two students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 19-23, 2019. There were three occurrences of a student that could state the rules in the classroom. There were four occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were four occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher I Summary. During the first week of observations, Teacher I had two occurrences of students taking ownership of instruction, three occurrences of students taking ownership of the curriculum, three occurrences of students taking ownership of their assessments, and one occurrence of students taking ownership of their climate. During the second week of observations, Teacher I had three occurrences of students taking ownership of

instruction. There were students that were able to articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

Teacher I had four occurrences of students taking ownership of the curriculum. There were students that were able to articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

Teacher I had two occurrences of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher I had four occurrences of students taking ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

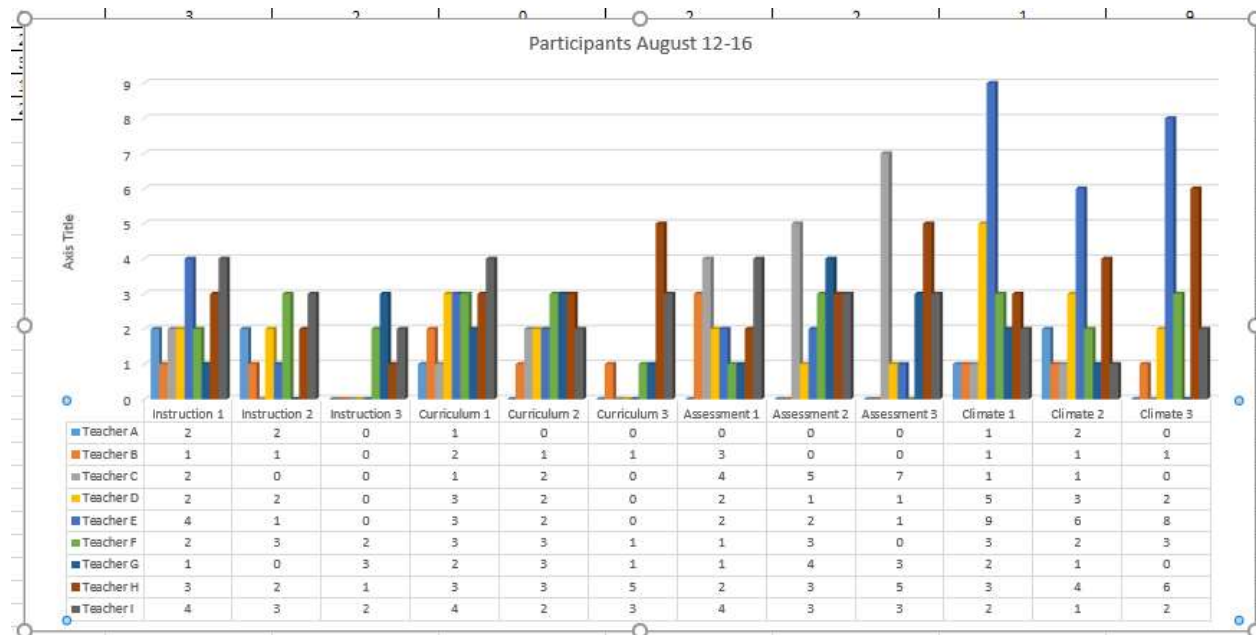


Figure 1.3: The Results of the First Week Participants' Observation

Researcher's Overall Analysis of the First Weeks Participants Observations.

According to the results of first week participants observations, there were eighteen occurrences that students were using the doing stages of instruction meaning that the students just stated how they needed to complete the task in front of them. There were fourteen occurrences of students using the understanding phase of instruction meaning the students can explain what strategy they are engaged in during the lesson. There were eight occurrences of students using the ownership stage of instruction meaning the student can articulate the strategy they are using to learn, how the strategy supports their learning, and how they will use the strategy in the future.

According to the results of first week participants observations, there were twenty-two occurrences that students were using the doing stages of curriculum meaning the student can state the task in front of them or recite what they are doing. There were eighteen occurrences of students were using the understanding phase of curriculum meaning that students can explain what strategy they are engaged in during the lesson. There were eleven occurrences of students were using the ownership stage of curriculum meaning the student can articulate what skills they are learning, why they are learning, how they will demonstrate what they have learned, and how will they use in the future.

According to the results of first week participants observations, there were nineteen occurrences that students were using the doing stages of assessment meaning the students can state how they will finish the task in front of them. There were twenty-one occurrences of students using the understanding phase of assessments meaning the student can explain how they

are learning. There were twenty occurrences of students using the ownership stage of assessment meaning the student can articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

According to the results of first week participants observations, there were twenty-eight occurrences that students were using the doing stages of climate meaning the student can state the rules in the classroom. There were twenty-four occurrences of students using the understanding phase of climate meaning the student can explain how a respectful, cooperative, and collaborative class supports learning. There were twenty-two occurrences of students using the ownership stage of climate meaning the student can articulate their role in respectful, cooperative, and collaborative environment, as well as how scholarly behaviors support their learning.

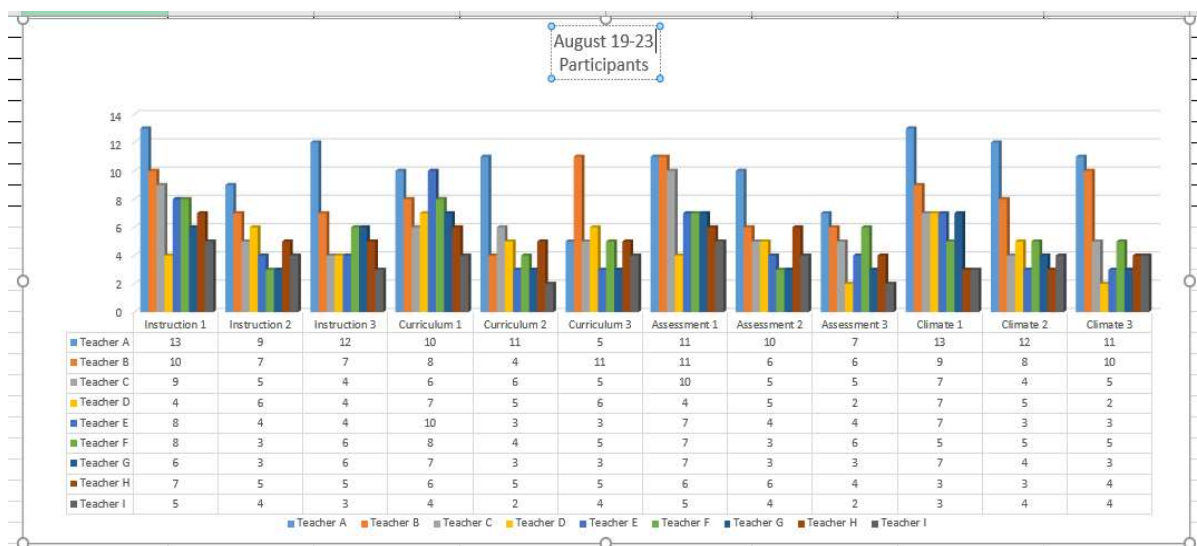


Figure 1.4: The results of the second week participants' observation.

Researcher's Overall Analysis of the Second Week Participants Observations.

According to the results of second week participants observations, there were seventy occurrences of students using the doing stages of instruction, forty-six students using the understanding phase of instruction, and fifty-one students using the ownership stage of instruction.

According to the results of second week participants observations, there were sixty-six occurrences of students using the doing stages of curriculum, forty-three occurrences of students using the understanding phase of curriculum, and forty-four occurrences students using the ownership stage of curriculum.

According to the results of second week participants observations, there were sixty-six occurrences of students using the doing stages of assessment, forty-three occurrences of students using the understanding phase of assessments, and forty-four occurrences of students using the ownership stage of assessment.

According to the results of second week participants observations, there were sixty-one students using the the doing stages of climate, forty- eight occurrences of students using the understanding phase of climate, and forty-seven occurrences of students using the ownership stage of climate.

Teacher 1 Number of Occurrences. The results of how the students interacted with instruction through student ownership for the week of August 12-16, 2019. There were six occurrences of students who could state how they needed to complete the task in front of them. There were zero occurrences of students who could explain what strategies they were engaged in

during a lesson. There were zero occurrences of students who could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how the students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were four occurrence of students who could state the task in front of them or recite what they were learning. There was one occurrence of students that could explain the skills they were learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 12-16, 2019. There were two occurrences of students that could state how they will finish the task in front of them. There was one occurrence of students that could explain how they know they were learning. There were zero occurrences of students that could articulate if they are learning or struggling and why and what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12- 16, 2019. There was one occurrence of students that could state the rules in the classroom. There were two occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were zero occurrences of students that could articulate their roles in respectful, cooperative and collaborative class support.

The results of how Teacher 1's students interacted with instruction through student ownership for the week of August 19-23, 2019. There were two occurrences of students that could state how they needed to complete the task in front of them. There was one occurrence of students that could explain what strategies they were engaged in. There were zero occurrences of

students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how Teacher 1's students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There was one occurrence of students that could state the task in front of them or recite what they were learning. There were zero occurrences of students that could explain the skills they are learning. There were zero occurrence of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how Teacher 1's students interacted with the assessments for the week of August 19-23, 2019. There were zero occurrences of students that could state how they will finish the task in front of them. There were zero occurrences of students that could explain how they knew they were learning. There were zero occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how Teacher 1's students interacted with climate through student ownership for the week of August 19- 23, 2019. There was one occurrence of students that could state the rules in the classroom. There were two occurrences that students could explain how a respectful, cooperative, and collaborative class supports learning. There were zero occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 1 Summary. During the first week of observations, Teacher 1 had zero occurrences of students taking ownership of instruction, curriculum, assessments, and climate. During the second week of observations, Teacher 1 had zero occurrences of students taking ownership of instruction.

Teacher 1 had zero occurrences of students taking ownership of the curriculum. Teacher 1 had zero occurrences of students taking ownership of the assessments. Teacher 1 had zero occurrences of students taking ownership of the climate.

Teacher 2 Number of Occurrences. The results of how the students interacted with instruction through student ownership for the week of August 12-16, 2019. There were two occurrences of students who could state how they needed to complete the task in front of them. There were three occurrences of students who could explain what strategies they were engaged in during a lesson. There were zero occurrences of students who could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how the students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were zero occurrence of students who could state the task in front of them or recite what they were learning. There were two occurrences of students that could explain the skills they were learning. There was one occurrence of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 12-16, 2019. There were two occurrences of students that could state how they will finish the task in front of them. There were two occurrences of students that could explain how they know they were learning. There were zero occurrences of students that could articulate if they are learning or struggling and why and what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12- 16, 2019. There was one occurrence of students that could state the rules in

the classroom. There was one occurrence of students that could explain how a respectful, cooperative, and collaborative class supports learning. There was one occurrence of students that could articulate their roles in respectful, cooperative and collaborative class support.

The results of how Teacher 2's students interacted with instruction through student ownership for the week of August 19-23, 2019. There was one occurrence of students that could state how they needed to complete the task in front of them. There was one occurrence of students that could explain what strategies they were engaged in. There were zero occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how Teacher 2's students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were two occurrences of students that could state the task in front of them or recite what they were learning. There was one occurrence of students that could explain the skills they are learning. There was one occurrence of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how Teacher 2's students interacted with the assessments for the week of August 19-23, 2019. There were three occurrences of students that could state how they will finish the task in front of them. There were zero occurrences of students that could explain how they knew they were learning. There were zero occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how Teacher 2's students interacted with climate through student ownership for the week of August 19- 23, 2019. There was one occurrence of students that could state the rules in the classroom. There was one occurrence that students could explain how a

respectful, cooperative, and collaborative class supports learning. There was one occurrence of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 2 Summary. During the first week of observations, Teacher 2 had one occurrence of students taking ownership of the curriculum and one occurrence of students taking ownership of their climate. During the second week of observations, Teacher 2 had zero occurrences of students taking ownership of instruction.

Teacher 2 had one occurrence of students taking ownership of the curriculum. There were students that were able to articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future. Teacher 2 had zero occurrences of students taking ownership of the assessments. Teacher 2 had one occurrence of students taking ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 3 Number of Occurrences. The results of how the students interacted with instruction through student ownership for the week of August 12-16, 2019. There was one occurrence of students who could state how they needed to complete the task in front of them. There were two occurrences of students who could explain what strategies they were engaged in during a lesson. There were zero occurrences of students who could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how the students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were three occurrence of students who could state the task in front of them or recite what they were learning. There were zero occurrences of students

that could explain the skills they were learning. There was one occurrence of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 12-16, 2019. There were two occurrences of students that could state how they will finish the task in front of them. There were zero occurrences of students that could explain how they know they were learning. There were two occurrences of students that could articulate if they are learning or struggling and why and what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12-16, 2019. There was one occurrence of students that could state the rules in the classroom. There was zero occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were zero occurrences of students that could articulate their roles in respectful, cooperative and collaborative class support.

The results of how Teacher 3's students interacted with instruction through student ownership for the week of August 19-23, 2019. There were two occurrences of students that could state how they needed to complete the task in front of them. There were zero occurrences of students that could explain what strategies they were engaged in. There was one occurrence of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how Teacher 3's students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There was one occurrence of students that could state the task in front of them or recite what they were learning. There were two occurrences of students that could explain the skills they are learning. There were zero occurrence of students

that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how Teacher 3's students interacted with the assessments for the week of August 19-23, 2019. There were four occurrences of students that could state how they will finish the task in front of them. There was one occurrence of students that could explain how they knew they were learning. There were two occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how Teacher 3's students interacted with climate through student ownership for the week of August 19- 23, 2019. There was one occurrence of students that could state the rules in the classroom. There was one occurrence that students could explain how a respectful, cooperative, and collaborative class supports learning. There were zero occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 3 Summary. During the first week of observations, Teacher 3 had two occurrences of students taking ownership of their assessments. During the second week of observations, Teacher 3 had zero occurrences of students taking ownership of instruction.

Teacher 3 had zero occurrences of students taking ownership of the curriculum. Teacher 3 had two occurrences of students taking ownership of the assessments. Teacher 3 had zero occurrences of students taking ownership of the climate.

Teacher 4 Number of Occurrences. The results of how the students interacted with instruction through student ownership for the week of August 12-16, 2019. There were two occurrences of students who could state how they needed to complete the task in front of them. There were two occurrences of students who could explain what strategies they were engaged in

during a lesson. There were zero occurrences of students who could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how the students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were two occurrence of students who could state the task in front of them or recite what they were learning. There were three occurrences of students that could explain the skills they were learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 12-16, 2019. There were two occurrences of students that could state how they will finish the task in front of them. There were two occurrences of students that could explain how they know they were learning. There was one occurrence of students that could articulate if they are learning or struggling and why and what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12- 16, 2019. There was one occurrence of students that could state the rules in the classroom. There were two occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were one occurrences of students that could articulate their roles in respectful, cooperative and collaborative class support.

The results of how Teacher 4's students interacted with instruction through student ownership for the week of August 19-23, 2019. There were two occurrences of students that could state how they needed to complete the task in front of them. There were two occurrences of students that could explain what strategies they were engaged in. There were zero occurrences

of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how Teacher 4's students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were two occurrences of students that could state the task in front of them or recite what they were learning. There were two occurrences of students that could explain the skills they are learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how Teacher 4's students interacted with the assessments for the week of August 19-23, 2019. There were two occurrences of students that could state how they will finish the task in front of them. There was one occurrence of students that could explain how they knew they were learning. There was one occurrence of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how Teacher 4's students interacted with climate through student ownership for the week of August 19- 23, 2019. There were five occurrences of students that could state the rules in the classroom. There were three occurrences that students could explain how a respectful, cooperative, and collaborative class supports learning. There were two occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 4 Summary. During the first week of observations, Teacher 4 had one occurrence of students taking ownership of their assessments and two occurrences of students taking ownership of their climate. During the second week of observations, Teacher 4 had two

occurrences of students taking ownership of instruction. There were students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future. Teacher 4 had zero occurrences of students taking ownership of the curriculum. Teacher 4 had one occurrence of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher 4 had two occurrences of students taking ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 5 Number of Occurrences. The results of how the students interacted with instruction through student ownership for the week of August 12-16, 2019. There was one occurrence of students who could state how they needed to complete the task in front of them. There were two occurrences of students who could explain what strategies they were engaged in during a lesson. There were zero occurrences of students who could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how the students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There was one occurrence of students who could state the task in front of them or recite what they were learning. There were zero occurrences of students that could explain the skills they were learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 12-16, 2019. There was one occurrence of students that could state how they will finish the task in

front of them. There was one occurrence of students that could explain how they know they were learning. There were zero occurrences of students that could articulate if they are learning or struggling and why and what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12- 16, 2019. There were zero occurrences of students that could state the rules in the classroom. There were zero occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were zero occurrences of students that could articulate their roles in respectful, cooperative and collaborative class support.

The results of how Teacher 5's students interacted with instruction through student ownership for the week of August 19-23, 2019. There was one occurrence of students that could state how they needed to complete the task in front of them. There was one occurrence of students that could explain what strategies they were engaged in. There were zero occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how Teacher 5's students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were three occurrences of students that could state the task in front of them or recite what they were learning. There were two occurrences of students that could explain the skills they are learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how Teacher 5's students interacted with the assessments for the week of August 19-23, 2019. There were two occurrences of students that could state how they will finish

the task in front of them. There were two occurrences of students that could explain how they knew they were learning. There was one occurrence of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how Teacher 5's students interacted with climate through student ownership for the week of August 19- 23, 2019. There were nine occurrences of students that could state the rules in the classroom. There were six occurrences that students could explain how a respectful, cooperative, and collaborative class supports learning. There were eight occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 5 Summary. During the first week of observations, Teacher 5 had zero occurrences of students taking ownership of their instruction, curriculum, assessments, and climate. During the second week of observations, Teacher 5 had zero occurrences of students taking ownership of instruction. Teacher 5 had zero occurrences of students taking ownership of the curriculum. Teacher 5 had one occurrence of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher 5 had eight occurrences of students taking ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 6 Number of Occurrences. The results of how the students interacted with instruction through student ownership for the week of August 12-16, 2019. There was one occurrence of students who could state how they needed to complete the task in front of them. There were two occurrences of students who could explain what strategies they were engaged in during a lesson. There were zero occurrences of students who could articulate the strategy they

used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how the students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were two occurrences of students who could state the task in front of them or recite what they were learning. There was one occurrence of students that could explain the skills they were learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 12-16, 2019. There was one occurrence of students that could state how they will finish the task in front of them. There were two occurrences of students that could explain how they know they were learning. There was zero occurrences of students that could articulate if they are learning or struggling and why and what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12-16, 2019. There were two occurrences of students that could state the rules in the classroom. There were two occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were zero occurrences of students that could articulate their roles in respectful, cooperative and collaborative class support.

The results of how Teacher 6's students interacted with instruction through student ownership for the week of August 19-23, 2019. There were two occurrences of students that could state how they needed to complete the task in front of them. There were three occurrences of students that could explain what strategies they were engaged in. There were two occurrences

of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how Teacher 6's students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were three occurrences of students that could state the task in front of them or recite what they were learning. There were three occurrences of students that could explain the skills they are learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how Teacher 6's students interacted with the assessments for the week of August 19-23, 2019. There was one occurrence of students that could state how they will finish the task in front of them. There were three occurrences of students that could explain how they knew they were learning. There were zero occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how Teacher 6's students interacted with climate through student ownership for the week of August 19- 23, 2019. There were three occurrences of students that could state the rules in the classroom. There were two occurrences that students could explain how a respectful, cooperative, and collaborative class supports learning. There were three occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 6 Summary. During the first week of observations, Teacher 6 had zero occurrences of students taking ownership of their instruction, curriculum, assessments, and climate. During the second week of observations, Teacher 6 had zero occurrences of students

taking ownership of instruction. Teacher 6 had zero occurrences of students taking ownership of the curriculum. Teacher 6 had zero occurrences of students taking ownership of the assessments. Teacher 6 had three occurrences of students taking ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 7 Number of Occurrences. The results of how the students interacted with instruction through student ownership for the week of August 12-16, 2019. There were zero occurrences of students who could state how they needed to complete the task in front of them. There were two occurrences of students who could explain what strategies they were engaged in during a lesson. There were zero occurrences of students who could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how the students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There was one occurrence of students who could state the task in front of them or recite what they were learning. There were zero occurrences of students that could explain the skills they were learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 12-16, 2019. There was one occurrence of students that could state how they will finish the task in front of them. There was one occurrence of students that could explain how they know they were learning. There were zero occurrences of students that could articulate if they are learning or struggling and why and what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12- 16, 2019. There was one occurrence of students that could state the rules in the classroom. There was one occurrence of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were zero occurrences of students that could articulate their roles in respectful, cooperative and collaborative class support.

The results of how teacher 7 students interacted with instruction through student ownership for the week of August 19-23, 2019. There was one occurrence of students that could state how they needed to complete the task in front of them. There were zero occurrences of students that could explain what strategies they were engaged in. There was one occurrence of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how teachers 7 students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were zero occurrences of students that could state the task in front of them or recite what they were learning. There were two occurrences of students that could explain the skills they are learning. There was one occurrence of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how teacher 7 students interacted with the assessments for the week of August 19-23, 2019. There was one occurrence of students that could state how they will finish the task in front of them. There was one occurrence of students that could explain how they knew they were learning. There were three occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how teachers 7 students interacted with climate through student ownership for the week of August 19- 23, 2019. There were two occurrences of students that could state the rules in the classroom. There was one occurrence that students could explain how a respectful, cooperative, and collaborative class supports learning. There were zero occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 7 Summary. During the first week of observations, Teacher 7 had zero occurrences of students taking ownership of their instruction, curriculum, assessments, and climate. During the second week of observations, Teacher 7 had one occurrence of students taking ownership of instruction. There were students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future. Teacher 7 had one occurrence of students taking ownership of the curriculum. There were students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

Teacher 7 had three occurrences of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher 7 had zero occurrences of students taking ownership of the climate.

Teacher 8 Number of Occurrences. The results of how the students interacted with instruction through student ownership for the week of August 12-16, 2019. There were three occurrences of students who could state how they needed to complete the task in front of them. There were three occurrences of students who could explain what strategies they were engaged in during a lesson. There were zero occurrences of students who could articulate the strategy they

used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how the students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There was one occurrence of students who could state the task in front of them or recite what they were learning. There were two occurrences of students that could explain the skills they were learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 12-16, 2019. There was one occurrence of students that could state how they will finish the task in front of them. There were two occurrences of students that could explain how they know they were learning. There was zero occurrences of students that could articulate if they are learning or struggling and why and what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12-16, 2019. There were zero occurrences of students that could state the rules in the classroom. There was zero occurrences of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were zero occurrences of students that could articulate their roles in respectful, cooperative and collaborative class support.

The results of how Teacher 8's students interacted with instruction through student ownership for the week of August 19-23, 2019. There was two occurrences of students that could state how they needed to complete the task in front of them. There were two occurrences of students that could explain what strategies they were engaged in. There was one occurrence of

students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how Teacher 8's students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were three occurrences of students that could state the task in front of them or recite what they were learning. There were three occurrences of students that could explain the skills they are learning. There were two occurrence of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how Teacher 8's students interacted with the assessments for the week of August 19-23, 2019. There were two occurrences of students that could state how they will finish the task in front of them. There were three occurrences of students that could explain how they knew they were learning. There was one occurrence of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how Teacher 8's students interacted with climate through student ownership for the week of August 19- 23, 2019. There were three occurrences of students that could state the rules in the classroom. There were four occurrences that students could explain how a respectful, cooperative, and collaborative class supports learning. There were six occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 8 Summary. During the first week of observations, Teacher 8 had zero occurrence of students taking ownership of their instruction, curriculum, assessments, and climate. During the second week of observations, Teacher 8 had one occurrence of students

taking ownership of instruction. There were students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future. Teacher 8 had two occurrences of students taking ownership of the curriculum. There were students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

Teacher 8 had one occurrences of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher 8 had six occurrences of students taking ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 9 Number of Occurrences. The results of how the students interacted with instruction through student ownership for the week of August 12-16, 2019. There were three occurrences of students who could state how they needed to complete the task in front of them. There were two occurrences of students who could explain what strategies they were engaged in during a lesson. There were zero occurrences of students who could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how the students interacted with the curriculum through student ownership for the week of August 12-16, 2019. There were two occurrence of students who could state the task in front of them or recite what they were learning. There were three occurrences of students that could explain the skills they were learning. There were zero occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how students interacted with the assessments for the week of August 12-16, 2019. There was one occurrence of students that could state how they will finish the task in front of them. There were two occurrences of students that could explain how they know they were learning. There were zero occurrences of students that could articulate if they are learning or struggling and why and what to do if they are learning or struggling.

The results of how students interacted with climate through student ownership for the week of August 12-16, 2019. There was one occurrence of students that could state the rules in the classroom. There was one occurrence of students that could explain how a respectful, cooperative, and collaborative class supports learning. There were zero occurrences of students that could articulate their roles in respectful, cooperative and collaborative class support.

The results of how Teacher 9's students interacted with instruction through student ownership for the week of August 19-23, 2019. There were zero occurrences of students that could state how they needed to complete the task in front of them. There were three occurrences of students that could explain what strategies they were engaged in. There were two occurrences of students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

The results of how Teachers 9's students interacted with the curriculum through student ownership for the week of August 19-23, 2019. There were three occurrences of students that could state the task in front of them or recite what they were learning. There were two occurrences of students that could explain the skills they are learning. There were three occurrences of students that could articulate what skills they were learning, why they were learning, how they would demonstrate what they have learned, and how they will use it in the future.

The results of how Teacher 9's students interacted with the assessments for the week of August 19-23, 2019. There were zero occurrences of students that could state how they will finish the task in front of them. There were three occurrences of students that could explain how they knew they were learning. There were two occurrences of students that could articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling.

The results of how Teacher 9's students interacted with climate through student ownership for the week of August 19- 23, 2019. There were two occurrences of students that could state the rules in the classroom. There was one occurrence that students could explain how a respectful, cooperative, and collaborative class supports learning. There were two occurrences of students that could articulate their roles in a respectful, cooperative, and collaborative class support.

Teacher 9 Summary. During the first week of observations, Teacher 9 had zero occurrence of students taking ownership of their instruction, curriculum, assessments, and climate. During the second week of observations, Teacher 9 had two occurrences of students taking ownership of instruction. There were students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future. Teacher 9 had three occurrences of students taking ownership of the curriculum. There were students that could articulate the strategy they used to learn, how the strategy supported their learning, and how the student will use the strategy in the future.

Teacher 9 had two occurrences of students taking ownership of the assessments. There were students that were able to articulate if they are learning or struggling and why, as well as what to do if they are learning or struggling. Teacher 9 had two occurrences of students taking

ownership of the climate. There were students that were able to articulate their roles in a respectful, cooperative, and collaborative class support.

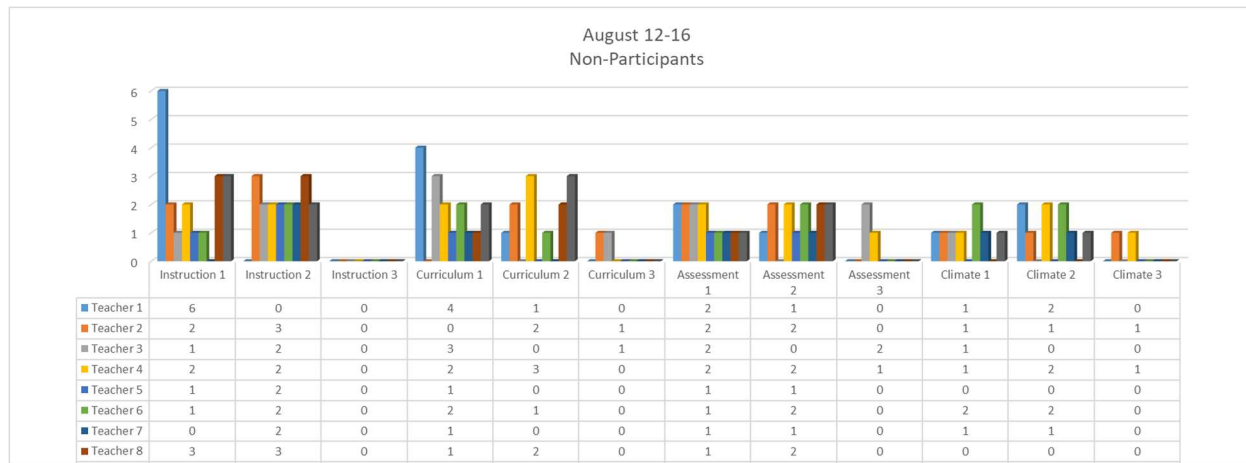


Figure 1.5: The results of the first week non- participants’ observation.

Researcher’s Overall Analysis of the First Week Non- Participants Observations.

According to the results of first week non-participants observations, there were nineteen occurrences of students were using the doing stages of instruction, eighteen occurrences of students using the understanding phase of instruction, and zero occurrences of students using the ownership stage of instruction.

According to the results of first week non-participants observations, there were sixteen occurrences that students using the doing stages of curriculum, twelve students using the understanding phase of curriculum, and two students using the ownership stage of curriculum.

According to the results of first week non- participants observations, there were thirteen occurrences of students using the doing stages of assessment, thirteen occurrences of students using the understanding phase of assessments, and three occurrences of students using the ownership stage of assessment.

According to the results of first week non-participants observations, there were eight occurrences of students using the doing stages of climate, nine occurrences of students using the understanding phase of climate, and two occurrences of students using the ownership stage of climate.

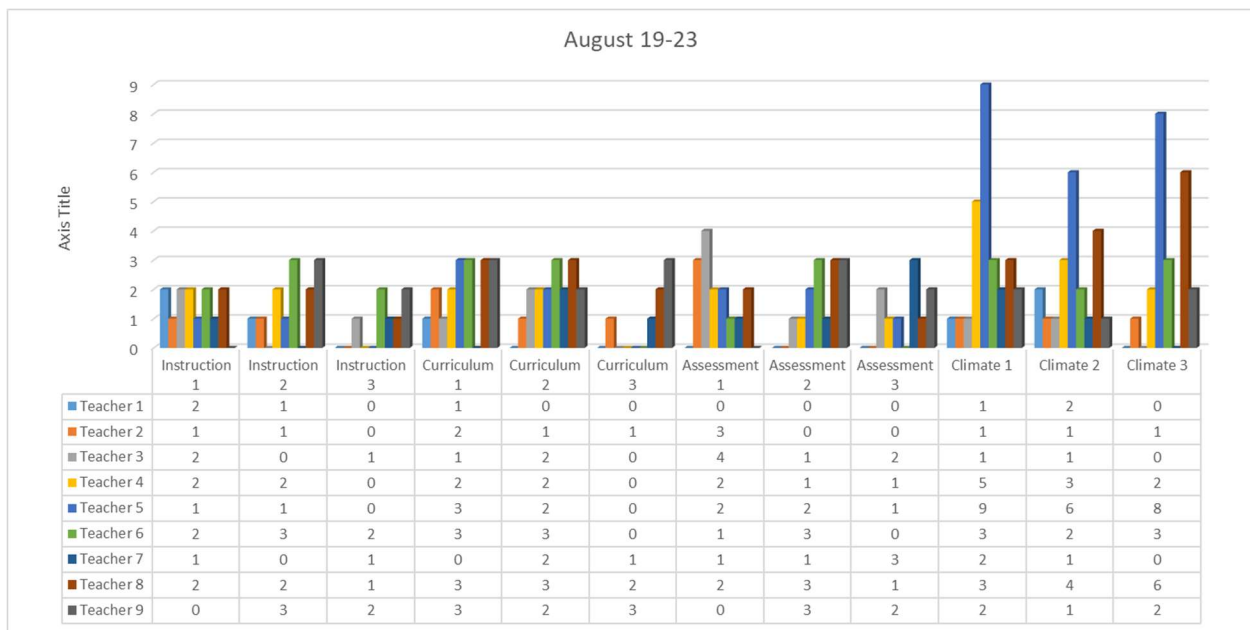


Figure 1.6: The results of the second week non- participants’ observation.

Researcher's Overall Analysis of the Second Week Non- Participants Observation.

According to the results of second week non-participants observations, there were twenty-one occurrences of students using the doing stages of instruction, fourteen occurrences of student using the understanding phase of instruction, and eight occurrences of students using the ownership stage of instruction.

According to the results of second week non-participants observations, there were twenty-two occurrences of students using the doing stages of curriculum, eighteen students using the understanding phase of curriculum, and eleven occurrences of students using the ownership stage of curriculum.

According to the results of second week non-participants observations, there were nineteen occurrences of students using the doing stages of assessment, eighteen occurrences of students using the understanding phase of assessments, and eleven occurrences of students using the ownership stage of assessment.

According to the results of second week non-participants observations, there were twenty-seven occurrences of students using the doing stages of climate, twenty-two occurrences of students using the understanding phase of climate, and two occurrences of students using the ownership stage of climate.

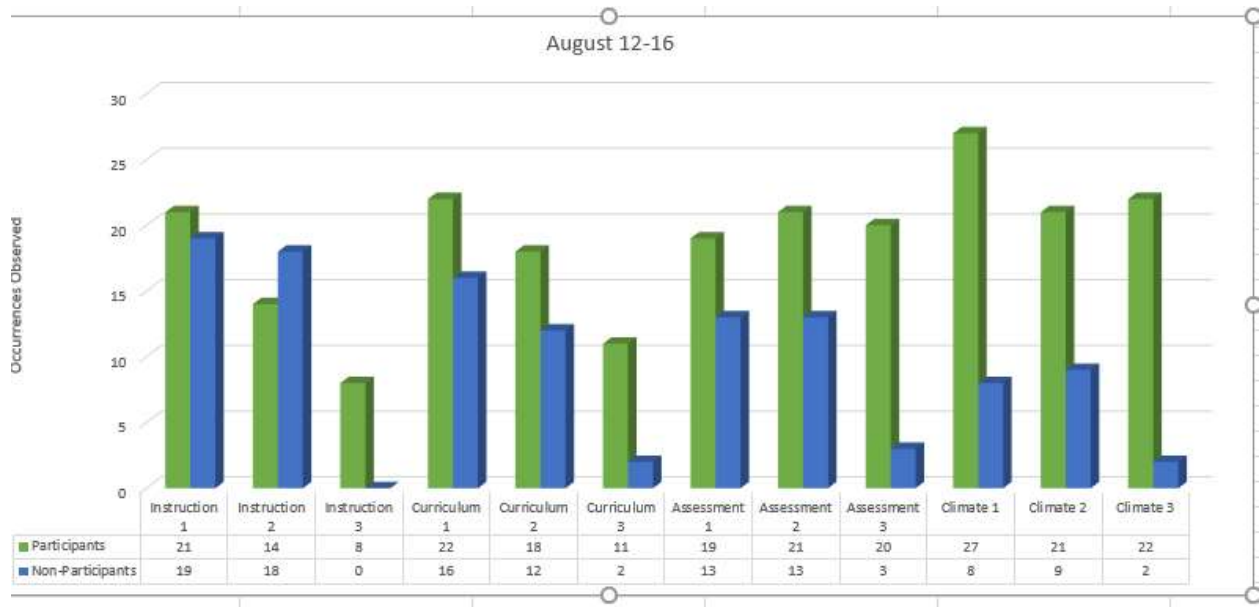


Figure 1.7: The results of the first week participants and non- participants’ observations.

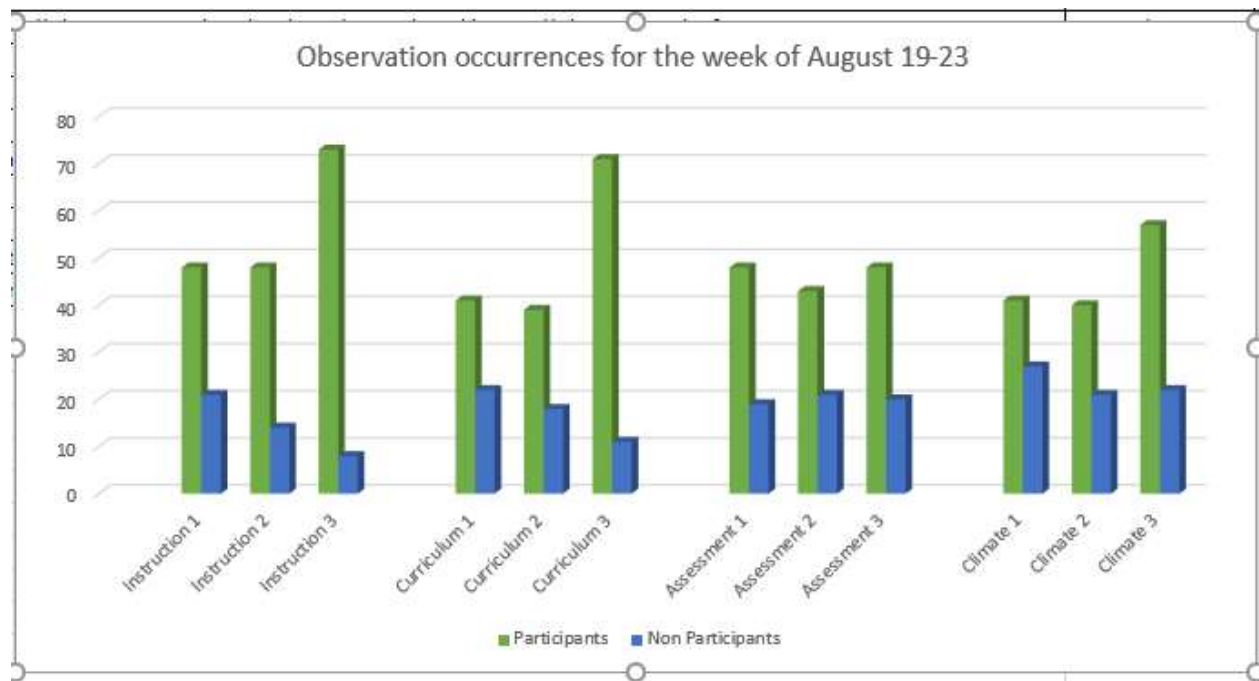


Figure 1.8: The results of the second week participants and non- participants’ observations.

Researcher's Overall Comparison of Participants and the Non- Participants

Observations. The number of student ownership occurrences for participants the week of August 12- 16 were eight occurrences that students could articulate what strategy they were using to learn and how they could use in the future. There were eleven occurrences of students being able to articulate what skill they were learning, why they are learning, and what they could use in the future. There were twenty occurrences of students who could articulate if they were learning or struggling and what they were going to do. There were twenty-two occurrences of students could articulate their role in a respectful, cooperative, and collaborative environment. There were sixty-one occurrences of students taking ownership of their learning the first week of observations.

Just focusing on the number of student ownership occurrences for participants the week of August 19-23, there were fifty-one occurrences of students who could articulate what strategy they were using to learn and how they could use this in the future. There were forty-four occurrences of students who were able to articulate what skill they were learning, why they are learning, and what they could use in the future. There were forty -four occurrences of students who could articulate if they were learning or struggling and what they were going to do. There were forty-seven occurrences of students who could articulate their role in a respectful, cooperative, and collaborative environment. There were one hundred and eighty six occurrences of students taking ownership of their learning during the second week of observations.

CHAPTER V:

DISCUSSION AND CONCLUSIONS

Introduction

Educational reform initiatives in the United States and around the globe are setting high goals for student learning. While many factors contribute to achieving these goals, the changes in instructional practices demanded by the reform programs ultimately depend on teachers (Borko, 2004). Because children are expected to learn more complex material in preparation for further education and work in the 21st century (Wagner, 2008), teachers must learn instructional approaches which develop the knowledge and skills students need to succeed in an increasingly diverse and interconnected world. Warranting student success requires new types of instruction, led by educators who know the learning, content, pedagogy, and who can meet the needs of the diverse learner. These type of changes demand significant learning on the part of teachers and will not occur without support and guidance (Desimone, 2009).

In the past, student ownership might not have had a place in the classroom. In some classrooms, teachers made all the decisions about student learning while the students finished their lessons and did not question this authority. Once teachers realized, however, that the experiences and interests of students help to motivate their learning, student ownership has gradually been introduced into the classrooms.

When educators invite students “to contribute to, and to modify, the educational program, they [the students] will have a real investment both in the learning journey and in the outcomes” (Boomer, 1992, p. 14). Wilson and Wing Jan report, “negotiation is the involvement of students in decisions about their own learning. With the teacher’s guidance, the students may make decisions about what, when, and how to learn and why this learning is necessary” (1993, p. 55).

Routman extends this idea of negotiation to curricular issues, including the prescribed curriculum. She states “negotiating the curriculum also means finding our own answers for what should be taught as well as working through problems in our own way. It means deciding what to read and write and being able to make responsible choices and decisions. Negotiation of the curriculum also means sharing the responsibility for the learning with the learners.” (1991, p. 18)

Skeptics around Student Ownership

In Kirschner and Van Merriënboe’s article *Do learners really know best? Urban legends in education*, they made three claims that there is a problem with students being in control. The first problem the article mentioned relates to placing all the control with the student. The second problem the article mentioned is that students frequently choose what they favor, but what they favor is not always what is best for them. A final problem in the article is known as the paradox of choice. When students have multiple choices to choose from, they can become overwhelmed with making a choice. The authors cite multiple authors that have done research on reinforcing that students should not be in control of their learning.

The research conducted in this study does not look at giving students full control of their learning. The researcher wanted to give teachers the knowledge on how to teach students to articulate the strategies they are using to learn, how the strategies support their learning, and how they will use the strategies in the future (instruction) (Robert, & Kennedy, 2018). This research wanted to give teachers the knowledge on how to teach students to articulate what skills they are learning, why they are learning, how they will demonstrate what they have learned, and how will they use them in the future (curriculum). The research wanted to give teachers the knowledge on how to teach students to articulate if they are learning or struggling and why and what to do if they are learning or struggling (assessment). The research also wanted to give teachers the

knowledge on how to teach students to articulate their role in respectful, cooperative, and collaborative environments and how scholarly behaviors support their learning (climate) (Robert, & Kennedy, 2018).

I do not believe that teachers should give up control in the classroom. The teacher is the educated and qualified person in the classroom to teach students. I believe that teachers and students should walk together on the path of students taking ownership of their learning.

Summary of the Study

The purpose of this study was to determine the impact of explicit professional development in the area of student ownership on teacher's instructional practices. This study identified perceptions of teachers regarding professional development and implementation of student ownership in the classroom. A convergent mixed-methods design utilizing both qualitative and quantitative methods was used for this study to examine the following research questions (Creswell, J., & J, Creswell, 2018).

1. What is the current mindset of teachers regarding ownership strategies in their classrooms?
2. How will a summer institute on student ownership strategies change or affect teacher self-efficacy regarding their classroom practices?
3. After completing a summer institute on student ownership strategies, how do teachers plan to change their practices to implement new knowledge on student ownership?

Through interviews, surveys, journal writing, participation in professional development, and observation, data was collected from teachers. In the interviews, participants discussed their current culture in the classroom, student roles in their classroom, how student ownership will impact their students, and how the professional development will help them implement student

ownership. The surveys allowed the researcher to know how much information the participants knew about student ownership. The survey also let the researcher know what the participant's mindset was regarding student ownership. The journal writing allowed the researcher to gauge how the participants felt about implementing student ownership in their classroom. The results of this research indicated that explicit professional developments improved the area of student ownership on teacher's instructional practices in the classroom.

Students taking ownership in the classroom is a viable alternative to traditional teacher centered classrooms. O'Neil and McMahon (2005) described teacher-centered classroom's focus on the teacher transmitting knowledge from the expert to the novice. In contrast, they describe student-centered learning as focusing on the students' learning and "what students do to achieve this, rather than what the teacher does." This definition emphasizes the concept of the student 'doing.' (p. 28). Many educators strive to cultivate students' ownership of their learning.

Based on the findings, it is fair to say that an explicit professional development changed teacher's self-efficacy regarding implementing student ownership strategies in the classroom. The participants started the study with very little knowledge of student ownership. Through the summer institute, teachers gained knowledge on student ownership and strategies to implement student ownership in the classroom. After gaining the knowledge about student ownership, teacher self-efficacy went from having very little knowledge of student ownership to having the desire to implement student ownership in their classroom.

Discussion of Findings

Through the literature review, professional development is a main factor in nearly every modern plan for improving education (Guskey, 1984). This research explored the impact of explicit professional development in the area of student ownership on teacher's instructional

practices. A common purpose of professional development is to “alter the professional practices, beliefs, and understanding of school persons toward an articulated end.” (Griffin, 1983, p. 2) Professional development is a vehicle to bring change to the classroom practices, attitudes, and beliefs of teachers and learning outcomes among students (Guskey, 1984). The result of any professional development is the improvement in student learning.

Through the literature review, according to the National Center for Education Statistics (2008), students are more satisfied, more academically productive, more likely to participate in school activities, and better behaved when they are encouraged to take responsibility and ownership for their learning. Students feel connected, engaged, and involved when they are addressing relevant issues that reflect their interests, their passions, and their identities. Students take ownership for their learning when they are included in how the learning process takes place.

Beyond the intended parameters of the research, students taking ownership of their learning became important to the teachers that attended the summer institute. Efforts were made by those teachers to adjust their teaching styles in the classroom to accommodate students taking ownership of their own learning process. This encouraged students to see and understand how, why, and what makes learning matter to them. The students felt compelled toward meeting their own goals. When students set goals, create plans for reaching these goals, and then monitor their progress towards these goals, they learn more and do better in school than students who do not (Andrade & Valtcheva, 2009).

Summary of Research Question # 1: What is the current mindset of teachers regarding ownership strategies in their classrooms?

A case study analysis completed by the researcher to interpret the qualitative data provided by the participant’s responses on surveys, journal writing, and interviews supported that

the participants were not using student ownership strategies in their classrooms before the summer institute. The participants felt they were using teacher-focused strategies in the classroom. The participants felt they were the giver of knowledge to the students. The participants were not including students in the planning, implementing, or the measurement aspect of the lesson.

Summary of Research Question # 2: How will a summer institute on student ownership strategies change or affect teacher self-efficacy regarding their classroom practices?

A case study analysis completed by the researcher to interpret the qualitative data provided by the participant's responses on surveys, journal writing, and interviews supported that teachers self-efficacy regarding student ownership strategies was changed or effected after the summer institute. Before the summer institute, the participants did not feel successful implementing student ownership strategies in the classroom. The participants had very little knowledge on specific student ownership strategies to use in the classroom before the summer institute. The participants left the summer institute feeling that they could be successful in implementing some student ownership strategies in their classroom.

Summary of Research Question # 3: After completing a summer institute on student ownership strategies, how do teachers plan to change their practices to implement new knowledge on student ownership?

A case study analysis completed by the researcher to interpret the qualitative data provided by the participant's responses on surveys, journal writing, and interviews supported that participants changed their instructional strategies to allow students to take ownership of their own learning. The participants started teaching their students to take ownership of what they are

learning (curriculum), take ownership of how they are learning (instruction), take ownership of how well they are doing (ownership), and take ownership in the role they play in the classroom.

Noticing around the Classroom Observations. Just focusing on the number of student ownership occurrences for participants the week of August 12- 16 there were eight occurrences of students who could articulate what strategy they were using to learn and how they could use in the future. There were eleven occurrences of students who were able to articulate what skill they were learning, why they are learning, and what strategies they could use in the future. There were twenty occurrences of students who could articulate if they were learning or struggling and what the students were going to do. There were twenty-two occurrences of students who could articulate their role in a respectful, cooperative, and collaborative environment. There were sixty-one occurrences of students taking ownership of their learning the first week of observations.

Just focusing on the number of student ownership occurrences for participants the week of August 19-23, there were fifty-one occurrences of students could articulate what strategy they were using to learn and how they could use that strategy in the future. There were forty-four occurrences of students who were able to articulate what skill they were learning, why they were learning and what strategy they could use in the future. There were forty-four occurrences of students who could articulate if they were learning or struggling and what the students were going to do. There were forty-seven occurrences of students who could articulate their role in a respectful, cooperative, and collaborative environment. There were one hundred and eighty-six occurrences of students taking ownership of their learning the second week of observations.

There was a big jump in the number of student ownership occurrences from week one to week two. The first week of observations occurred the second week of school at the beginning of

the school year. Teachers and students were working and learning together. I attribute the high numbers of occurrences of students taking ownership of their learning to the intense summer training where teachers learned to try implementing student ownership with feedback.

Activities Students were using to take Ownership of their Learning. In the process of observing the students, I saw multiple strategies students were using to take ownership of their learning. One strategy I saw was students using cups to identify their feelings on learning the daily objective. The students each had a red, yellow, and green cup. The teacher asked the students how they were feeling on learning this objective. Students used the green cup if they understood the daily objective, the yellow cup if they still had some questions about the daily objective, and the red cup if they did not understand the learning objective at all.

A second strategy observed was students using faces to identify their feelings on learning the daily objective. Each student had either a smiley, straight, or sad face. The teacher asked the students how they were feeling on learning this objective. Students used the smiley face if they understood the daily objective, the straight face if they still had some questions, and the sad face if they did not understand the learning objective at all.

A third strategy observed was students creating rubrics to identify how they were learning. The students were in groups creating rubrics based on the daily objectives for the day. The teacher allowed each group to create the scores based on what they were focusing on to master the daily objective.

A fourth strategy observed was that students had notecards with strategies they had learned to help master the daily objective. The student would put the strategy on their desk that they were using to master the daily objective. If the teacher saw the student mastered the objective with that strategy, she had the student try another strategy.

The Participants

Teacher A. In Teacher A's earliest years of teaching the teacher did not incorporate much student ownership; in subsequent years, the teacher learned to incorporate more student choice in learning. Teacher A is a facilitator of student learning, a moderator in conflict, and an encourager of those reluctant to engage in learning. Teacher A strongly promotes notions of an inclusive classroom family that celebrates differences and identifies common purposes.

Teacher B. In Teacher B's classroom, the teacher was the teacher who taught a lesson to the students. Teacher B strongly believes in hands on activities and questions from students. Teacher B did most of the talking with the students. Teacher B made most of the decisions. Teacher B would give instructions to everyone, which was to do the same thing in the same way with possibly different outcomes. The role Teacher B felt that they had in the classroom was a teacher, instructor, director, leader, giver of information, encourager, counselor, and more.

Teacher C. Teacher C's students have a choice of where they can seat and what centers they go to daily. They do not, however, have a chance to explore on their own or find things they want to learn about in the classroom. Teacher C is hoping to figure out the balance between direct teaching and becoming a partner in the students' learning.

Teacher D. Teacher D's classroom is organized and child centered. Teacher D built a classroom community where every child feels welcomed and feels they belong. Teacher D allows the students to access as many materials as they can, and the materials are communal. Teacher D takes the role of a facilitator, but oftentimes the teacher steps in and helps model throughout the day. Teacher D tends to be the leader but tries to step back and let students take complete control of the classroom.

Teacher E. Teacher E is the classroom teacher. Teacher E's role is the facilitator of knowledge, but her students are the conductors of knowledge. Teacher E's culture in the classroom is that of love and respect. The students and teacher are a family unit that understand that they can work hard and see the benefit of their hard work.

Teacher F. Teacher F's classroom is currently constantly evolving. Teacher F uses flexible seating in the classroom, which allows students a bit of choice while they are learning. Usually, Teacher F's lessons are structured to include a lot of small group time for differentiation, and Teacher F attempts to make whole-group lessons shorter and engaging so the students do not get bored.

Teacher G. Teacher G has a quiet classroom; the teacher has taught the students to use active listening. Teacher G does most of the talking in the classroom. The classroom is teacher directed around instruction. Teacher G is trying to open the classroom space to include letting the students share their ideas before the teacher tells the students the ideas of the lessons.

Teacher H. Teacher H has a very respectful culture. The students and teacher have a quiet working environment but also have times when they laugh and have fun together. The students know the boundaries of when they are having fun versus when they need to buckle down and work. The classroom was decorated with teacher chosen work samples. The teacher did not get student input when making classroom organizational decisions. The teacher's role is the main facilitator for classroom conversations. The students look to the teacher to interject and keep conversations going.

Teacher I. Teacher I tends to be a "control freak" but is learning to "let go" of some of that control to give students more of a voice in their learning. Teacher I believes that when students have a voice/choice they are more involved and own what they are learning. Teacher I likes to

allow the students freedom to choose independent reading books rather than assigning a certain level. Teacher I also likes to let the students choose the output/project-based if appropriate to show their understanding and mastery of the content.

Conflicting Data

The findings in the qualitative data showed some varying teacher perceptions of the teachers' current role before implementing student ownership and the students' current role in the classroom before implementing student ownership. Teacher A's perception of their current role before implementing student ownership was one of authoritarian pedagogies style of teaching. Teacher A gave the knowledge and learning to the students. The teacher would give the students no opportunities to have a voice in their own learning.

Teacher A felt that her students' role before implementing student ownership was being an active learner. The students interact through exploration and play. The students were equal members of the classroom.

Teacher A's perception of the role of the teacher before implementing student ownership and the role of the students before implementing student ownership were contradictory. The teacher felt that they gave the information to the students, and the students did not have a voice in the classroom. The teacher felt that the students were active learners learning through exploration and play before implementing student ownership.

The findings in the qualitative data showed some varying teacher perceptions of the teacher going through the process of implementing student ownership in the classroom. Some of the participants tried taking on the role of being a facilitator while starting to implement student ownership in their classroom. The participants would give the students time to take the lead in owning their own learning. The participants were finding it hard to give up the control of the

student's learning to the students. The teachers would end up going from wanting to be a facilitator to the students taking ownership of their learning to taking back control of the student learning.

Implications for Practice

To ensure a successful implementation of student ownership in a school or district, there are some practice that can be set in place. This study has revealed implications for schools and districts that may be useful if they are considering implementing student ownership in classrooms and schools. Hiring a student ownership coach, creating a student ownership team, observation in the classroom with feedback, book studies with teachers relating to student ownership, and having a database of student ownership materials all are options for school or districts to help make the transition to student ownership go smoothly for a school and district.



Table 15: Implications for Practice of Student Ownership

Hiring a Student Ownership Coach. Sweeny (2010) in the book *Student-centered coaching: A guide for k-8 coaches and principals* identifies seven core practices for student-centered learning. The student-centered learning coach could use Sweeny's seven core practices for student-centered learning to guide their work.

Sweeny has seven core practices for student-centered coaching. The first core practice is setting goals for the coaching cycle. The goals should be standards-based, student centered, set by the teacher, and focused on pre-assessment data. The data should drive the instruction. The second core practice is using standards-based learning targets. The learning target is a goal for the student driven by the standards, written specific to each student, and written in student

friendly language. The student and teacher keep track of the goal to assess growth and achievement. The goal is about learning, not a task, and it is clearly measurable. The third core practice is using data evidence to co-plan instruction. The data evidence can be discussions with students, conferring notes, and/or student work samples. Student evidence usually does not cover tasks that do not include writing, involve reading, or solving problems. The fourth core practice is organizing coaching through cycles. This core practice focuses on the quality of the coaching cycle. The coaching cycles should be ongoing, aligned with standards and curriculum, incorporating best practices, and incorporating co-planning and co-teaching. The fifth core practice is co-teaching with effective instructional practices. There are different models of co-teaching: one teacher/one observer, one teacher/one assists with parallel teaching, alternative, teaching, and co-teaching. Teachers should be co-planning and having co-decision meetings. The sixth core practice is measuring the impact of the coaching cycle. The coaching should be constantly evaluated for the impact in the classroom and on the students. The data should inform the coaches and teachers decisions.

The student ownership coach and the teachers will set a time in the first three weeks of school to develop their individual, student-centered coaching cycle. The teacher and coach will set up a timeline from the beginning of the year until the end of the year. In the initial meeting, the coach and the teacher will set a date to establish the goals of the learning cycle, decide what standards they will use for the learning target, ensure that what the teacher and coach are going to use as student evidence, and each teacher and coach will decide how the components of the coaching cycle will work for them (how often will the coach come in, how often the teacher receives feedback, etc.). The plan and time created for each teacher in the first three weeks of school will be given to administration. Administration could do fidelity checks at least three

times during the semester. A rubric could be created to conduct the fidelity checks when the administrators perform walk-throughs.

Each teacher within the first three weeks of school will develop a plan with the student ownership learning coach. By the end of the first month of school, all content teachers could develop an individualized coaching cycle plan that starts in September and ends in April. The coach will develop a coaching log that could be used to help guarantee the learning for teachers using a student-centered approach to learning.

Creating a Student Ownership Team in the School or District. A student ownership team could be created in the school. The team would be the experts on student ownership in the school. The team could be picked before school started for the school year. During the time the team is developing, the team would develop norms around their role in the classroom, and the work they will do focusing on student ownership in school.

The student ownership team would be a part of the school or district summer professional development. The student team would be the main driving force in the school or the district to roll out student ownership to the teachers. The team would be available to help set up classrooms that facilitate student ownership. The team would be available to create grade level lesson plans to facilitate student ownership. The team will be available to model and co-teach with teachers to help facilitate student ownership. The student ownership team will be available to answer teacher's questions relating to student ownership.

Each teacher, within the first three weeks of school, could develop a plan with the student ownership learning team. By the end of the first month of school, all content teachers will have developed an individualized coaching cycle plan that starts in September and ends in April. The

team will develop a coaching log that could be used to help guarantee the learning for teachers using a student ownership approach to learning.

Observations in the Classroom with Feedback. Administrators and teachers would create a student-centered ownership rubric that fits the school's needs. The administrators at the school would create a student ownership schedule for conducting walkthroughs. The administrators would use the rubric when observing the teachers' classrooms. The administrator would schedule a post conference meeting to go over the walkthrough.

Book clubs relating to Student Ownership. Teachers could meet together and read books relating to student ownership. There could be multiple book clubs with teachers in a school. The members of the book clubs could conduct mini professional developments to the other teachers not in their book club. The book clubs would help drive the focus of student ownership in a school. The book club members could read books based on the schools needs around student ownership.

A Database of Student Ownership Materials Available. The school could have a database available to teachers that would be filled with student ownership resources. The database could have examples of what classrooms look like that facilitate student ownership, sample student ownership lesson plans, videos of teachers that have implemented student ownership in their classroom, different books that relate to student ownership, and on-line professional developments that focus on student ownership. Teachers could upload resources to the database as they find resources related to student ownership. The teachers would have these resources available at home and at school.

Multiple School Wide Professional Development on Student Ownership. The school could schedule multiple professional development during the school year. The school could start

with professional developments that focus on getting started with student ownership. Then the school could move into having professional development based on the needs of the teachers and the school. The school's needs could drive the focus of the professional developments around student ownership.

Time

Teachers and school staff have so much on their plates on a daily basis during a school day. When putting something else on a teacher's plate it needs to be worth their time. When building student ownership into a school, you need to give everyone involved the time to become invested into student ownership. To give teachers time to invest in student ownership, there are multiple approaches that could be used to have more time to invest in student ownership.

Schools could have a student ownership planning day once a week during the teachers related arts time. The day would be the student ownership day for all teachers to talk about student ownership. A lead teacher would be designated by the school administrators to run the student ownership day. The lead teacher would have an agenda based on the teachers' needs relating to student ownership.

Schools can use some time during faculty meetings to talk about student ownership. The school could use thirty minutes of a faculty meeting to talk about student ownership. All teachers are already together and there could be an open floor discussion about what the teachers' needs are around student ownership. The teachers would have the time to talk about their needs with all the teachers in one space. The teachers can work together to figure out the needs around student ownership.

Schools could have a student ownership chat room. The student ownership chat room could be a place teachers can individually chat with administrators or individual teachers around the topic of student ownership. If a teacher has a question during the school day or after-school,

they could go to the chat room and get a response/help. The chatroom would be monitored by administration to reinforce that teachers were sticking to student ownership related topic.

What Strategies to implement Student Ownership?

There is a vast amount of strategies and books on student ownership. It can be overwhelming to a school to decide what book to read or what strategies a school will pick. Picking the right book or the right strategies depends on how a school wants to implement student ownership in the school. Does a school want to jump full force into implementing student ownership, or does a school want to take baby steps in implementing student ownership?

Robert & Kennedy's book *Developing student ownership* which goes through developing students to own **what** they are learning (curriculum), developing students to own **how** they are learning (instruction), developing students to own **how well** they are learning (assessment), and developing students to own **their role in the classroom** (climate). The book goes gradually into how teachers can help students take ownership in the areas of curriculum, instruction, assessment, and school climate. The book gives real classroom examples of students taking ownership of their own learning. Additionally, the book gives teachers ideas on student's self-assessment prompts and best strategies to use when implementing student ownership, no matter whether a school jumps in or takes baby steps.

Spencer & Juliani's book *Empower: What happens when students own their learning* goes through changing teacher mindset to be more open to students taking ownership of their learning. The book lays out the obstacles to implementing student ownership and the book suggest strategies to overcome the obstacles to implementing student ownership in the classroom.

William & Wallace's book *Student ownership* looks at how to implement student ownership with high school students. It gives high school teachers strategies to help support students in high school taking ownership of their learning. The book gives every scenarios in the high school setting to support teacher wanting to implement student ownership in their classroom.

Erkins, Schimmer, & Vagle's book *Instructional agility: Responding to assessment with real-time decisions* helps teachers go through the process of going between instruction, assessments, and giving feedback to students. In that, process the book gives strategies on how students can take ownership of their learning. The book includes reflection questions that can help the teacher with next stages for supporting students in learning to take ownership of their learning.

Recommendations for Future Research

Recommendations for additional research would be beneficial in three areas. Areas for future study regarding explicit professional development include a) more comprehensive participant sampling, b) possible relationship with student achievement and c) implications to school-wide practice.

Broader Participant Sampling: This study included nine teachers from one elementary school that has over forty-five teachers. A broader range of participants would improve the generalization of the value of explicit professional development in the area of student ownership on teacher's instructional practices. It would be useful to determine if explicit professional development changed teacher's instructional strategies and, in turn, if that would produce positive results in states across the United States.

Link with Academic Achievement: In the time of high-stakes testing, it would be beneficial to determine if a relationship exists between students owning their own learning and higher levels of academic achievement. This study did not generate any concrete data to indicate if student achievement would be improved with students owning their own learning. Chan, Graham-Day, Konrad, Peters, & Ressa (2014) state: “As students become meaningfully engaged in their learning, they gain a better understanding of learning targets, how to collect and document evidence of their learning and how to evaluate and clarify additional learning needs, which leads to the ultimate goal of improving student achievement” (p. 105). If it can be supported that students taking ownership of their own learning increases students’ academic performance, more time and students taking ownership of their own learning would perhaps be reflected by school districts across the United States.

Limitation & Delimitations

More research is needed to more accurately conclude whether the impact of professional development concerning student ownership changes teacher’s classroom practices. Potential limitations to the findings for this study arise from the following conditions: number of participants, number of days the study was conducted, the relationship the researcher has with the participants, and no quantitative data was collected in this study. Each limitation was discussed below.

The first limitation deals with the small sample size. The study only had 9 participants. Significant to the context findings emerged despite this small sample size, but future research in this area could include a larger sample.

The second limitation deals with the number of days and the time the study was conducted. The actual professional development was done over two days and a combined time of

six hours. Future research in this area could include more days and time for the professional development and the implementation time in the classrooms after the professional development.

The third limitation deals with the relationship the researcher had with the participants. The researcher worked as an administrator for the participants. Future research in this area could include not having the researcher work in the same setting as the participants.

The fourth limitation deals with there was no quantitative data collected in this study. The data collection for this study only included qualitative data. Future research in this area could include using quantitative data to have statistical data.

Summary

Teachers teaching students to take ownership of their learning encourages the students to be part of their own educational process. Students taking ownership of their own learning can improve learning and promote academic self-regulation (Pintrich, 2000; Zimmerman & Schunk, 2004). This study focused on giving teachers explicit professional development in the area of student ownership to see if their instructional strategies changed due to incorporating students owning their own learning in the classroom. The study included nine participants at one elementary school. A school wide summer institute would be beneficial to teacher's development in terms of understanding the components of students taking ownership of their learning. During the school wide summer institute, the staff learns the process in preparation of having students taking ownership of their learning. Having all the information on how the impact of students taking ownership of their own learning on a whole school level affects the schools culture, climate, and achievement would be information that would be significant at the school level, district level, and state levels as more educators encompass student ownership int

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APPENDICES

Appendix A

Pre, During and End Survey

Direction- Please highlight the number that you choose

This survey provides preliminary information that will guide any necessary changes to the interview questions.

Prior to implementing Student Ownership on a scale of 1 to 4 with 1 being not satisfactory and 4 being very satisfactory how would you rate.....

1. Your knowledge of Student Ownership?

1 2 3 4

2. Your current application of Student Ownership in the classroom?

1 2 3 4

3. Your passion for Student Ownership?

1 2 3 4

4. How much student engagement was present in your classroom prior to implementing Student Ownership?

1 2 3 4

Appendix B

Pre and Middle Interview Questions

1. Describe what your classroom looked like before implementing strategies to enhance student ownership in the classroom.
 - a) What changes will you make in your classroom after implementing strategies to enhance student ownership?
2. What is your role in the classroom currently?
 - a) How will your role change once you implement strategies to enhance student ownership in the classroom?
3. Describe the current culture of your classroom
 - a) How do you think the culture of your classroom will change after you implement strategies to enhance student ownership?
4. What types of procedures and rituals will you implement to help with your transition to adding strategies to enhance student ownership in your classroom?
5. What role do students play in your classroom?
 - a) How do you think the student's role will change after implementing strategies to enhance student ownership?
6. Describe what students are currently doing in the classroom?
 - a) What skills are they demonstrating? What knowledge?
7. After implementing student ownership in your classroom, what do you think you will see?
 - a) What skills are they demonstrating?
 - b) What knowledge?

8. How will student ownership impact:
 - a) Student engagement?
 - b) Student voice?
 - c) Student motivation?
 - d) Student achievement?
 - e) Transfer of knowledge and skills?
9. Describe the transformation that you think will take place with your teaching practice during the implementation process of Student Ownership.
10. What practices do you think you will maintain?
11. What practices did you think you will abandon?
12. What support do you think will be necessary for a smooth transition from:
 - a) District leaders?
 - b) Administration?
 - c) Team members?
 - d) Parents?
13. Was the professional development adequate to make you feel ready to implement student ownership in your classroom?
 - a) What more could the professional development have offered to help you make the transition to adding student ownership in the classroom?
14. What follow up training do you feel you will need?
15. What advice would you give a teacher who is just starting to implement student ownership in their classroom?

16. What prior teaching knowledge helped you the most as you began the implementation journey?

Appendix C

Final Interview

What classroom practices have you changed or added since implementing student ownership in your room?

Appendix D

Journal Entry one

1. Why did you decide to be involved with this professional development?
2. What do you want to take away from this professional development?
3. What do you know right now about students taking ownership of their learning in the classroom?
4. What instructional strategies do you use to enhance student ownership in your classroom?
5. How likely are you to implement some part of students taking ownership in there learning after this professional development?

Journal Entry 2

1. What did you feel was the most important thing you learned today about students taking ownership of their learning?
2. How will you use the information you learned today in your classroom?
3. What do you feel are the first steps to implementing students taking ownership of their learning in your classroom?
4. What do you still want to learn about students taking ownership of their learning?

Journal Entry 3

1. How are you feeling about trying students taking ownership of their learning in your classroom?
2. What instructional strategies will you use to enhance student ownership in your classroom?
3. Are you feeling like you do not want to try students taking ownership of their learning in your classroom? Why?
4. What do you still want to learn about students taking ownership of their learning?

Journal Entry 4

1. How are you feeling about students taking ownership of their learning in your classroom?
2. What do you think the biggest obstacles will be for you to start implementing students taking ownership of their learning?
3. What do you think the biggest reward will be for you (the teacher) and the students once you start implementing students having ownership of their own learning?
4. What classroom practice will you change in your classroom to accommodate students taking ownership of their learning?

Appendix E

Student Ownership Walkthrough

Instruction(Students)

A student can state how they need to complete the task in front of them.

A student can explain what strategy they are engaged in.

A student can articulate the strategy they are using to learn, how the strategy supports their learning, and how they will use the strategy in the future.

Curriculum(Students)

The student can state the task in front of them or recite what they are doing.

A student can explain the skill they are learning.

A student can articulate what skills they are learning, why they are learning, how they will demonstrate what they have learned, and how will they use in the future.

Assessment(Students)

A student can state how they will finish the task in front of them.

A student can explain how they know they are learning.

A student can articulate if they are learning or struggling and why, what to do if they are learning or struggling

Climate(students)

The student can state the rules in the classroom

The student can explain how a respectful, cooperative and collaborative class supports learning.

The student can articulate their role in respectful, cooperative, and collaborative environment, how scholarly behaviors support their learning.

Appendix F

The PowerPoint used at the summer institute

Slide 1



Slide 2

Imagine
2 different scenarios

First scenario

- ▶ You walk into a classroom the teacher is at the front of the room giving the students all the knowledge .
- Some students are raising their hand to answer the questions, some students have their head down, some students are talking to their friends, some students are napping, and some students are not motivated to learn .

Second Scenario

- ▶ You walk into a classroom the teacher is walking around the classroom.
- The students are motivated to know **what** they are learning, **how** they are learning, **how well** they are learning, and the students want to know **their role** in there learning.

Slide 3

Question

How do we get scenario 2 to happen
in classrooms ???

Slide 4

Student Ownership




Teach students how to take ownership of **THEIR OWN LEARNING**

Slide 5

What is student ownership?

- ▶ For purpose of this professional development student ownership is defined as:

Student ownership is a mindset of students who know they have the authority, the capacity, and the responsibility to own their own learning. (Adapted from R. Crowe and J. Kennedy, 2018)



Slide 6

What does the research say about the importance of Student Ownership?

- ▶ When students have ownership over their learning, their self-determination increases (Wehmeyer, 1994).
- ▶ Students taking ownership in their learning teaches valuable skills like setting and attaining goals and helps students develop independence (Uphold & Hudson, 2012).
- ▶ When students have the chance to engage in self-assessment, track their own progress, and communicate their learning, the effects on academic performance can be profound (Black & William, 1998; Stiggins & Chappuis, 2008).

Slide 7



What does the research say about the importance's of student ownership?

- ▶ John Hattie's (2001) research revealed that students who own their own learning are more motivated to learn, and students that are more motivated to learn actually learn more. "It is students themselves, in the end, not teachers who decided what students will learn. Thus, we must attend to what students are thinking, what their goals are, why they would want to engage in learning, and what is offered in schools" (p. viii). For students to understand their role in their learning, students need to take ownership of their learning.

Slide 8

Moving students to own there learning!

- ▶ Developing students to own **what** they are learning- Curriculum
- ▶ Developing students to own **how** they are learning- Instruction
- ▶ Developing students to own **how well** they are learning- Assessment
- ▶ Developing students to own **their role in the classroom** - Climate

Slide 9

The Curriculum

Developing Students to own **what** they are learning

Slide 10


The Curriculum

Developing students to own **WHAT** they are learning

Slide 11

Developing Students to own **what** they are learning- The Curriculum



- ▶ Curriculum is defined as what the students needs to know and be able to do at the end of a lesson ,unit, and course.
- ▶ Needs to be standard based (measurable and achievable goals) not content based("finish the book" before the end of the year)



Slide 12

The imperative for ownership of the curriculum


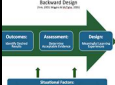
- ▶ Students need to be able :
 - ▶ Articulate the skills they are mastering in the day's lesson/unit/course
 - ▶ Articulate how they will show they have mastered the skill
 - ▶ Articulate why they are learning these skills, how they will apply them in the lesson/unit/course, and how they will transfer the skills to other situations
 - ▶ The students can listen, speak, read and write about these skills

Slide 13

The imperative for ownership of the curriculum

- ▶ For students to be able to answer questions about what they are learning, they need to know the plan for learning.
- ▶ Teachers need to be able to:
 - ▶ know where they are heading. Need to use backward planning (Wiggins, & McTighe, 2005)
 - ▶ When teacher backward plan they have the ability to tell their students what they are learning, when they are learning it, how will they apply the learning, and how they will continue revisiting the learning to deepen their understanding thus giving students the opportunity to own their own learning.






Slide 14

Putting student ownership into practice – curriculum

What is the difference between a student who is simply **doing** or **understanding** curriculum and one who is **owning** what they are learning?

Doing	Understanding	Owning
A student can state the task in front of them or recite what they are doing.	A student can explain the skill they are learning.	A student can articulate what skill they are learning, why they are learning, how they will demonstrate what they have learned, and how they will use it in the future.

Slide 15

Teachers moving to student ownership


We will focus on three practice in curriculum that research shows increase the opportunities for learning- by increasing the opportunities for student ownership.

Strategic Learning Practice, Curriculum 1:

Each and every student is supported by relevant standards with measurable and achievable outcomes that are accessible, and that drive learning.

Strategic Learning Practice, Curriculum 2:

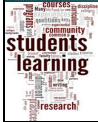

Each and every student is supported by units and lessons that provide an integrated approach and that support conceptual redundancy of learning outcomes.



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Teachers moving to student ownership

Strategic Learning Practice, Curriculum 3:
Each and every student is supported by access to curriculum materials that match the content and rigor of the learning outcome.

Slide 17

Strategic Learning Practice, Curriculum 1:



Each and every student is supported by relevant standards with measurable and achievable outcomes that are accessible and that drive learning.

Relevant standards- are the skills or content from the standards that are both appropriate for the student's grade, level and for the time of year.

Measurable and achievable outcome- clearly define what students are learning and how will they know they have learned it.

Student should be able to answer the following questions:

- What skills am I learning?
- Why am I learning this skill?
- How will I know I have learned this skill?

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Strategic Learning Practice, Curriculum 2

Each and every student is supported by units and lessons that provide an integrated approach and that support conceptual redundancy of learning outcomes.

Conceptual redundancy-ensures students have the opportunities for repetition with the same concept in a variety of approaches. This includes the opportunity to learn the skill initially, practice the skill, apply the skill, and then transfer the skill across time.

Student should be able to answer the following questions:

- How does learning look in a variety of ways-listening speaking, reading, and writing-support mastery of skills?
- How does the current learning relate to previous and future learning?
- How can I use this learning in the future?


Slide 19

Strategic Learning Practice, Curriculum 3


Each and every student is supported by access to curriculum materials that match the content and rigor of the learning outcome.

Student should be able to answer the following questions:

- What materials am I using to support learning?
- How do these materials support this learning?
- What other materials could I use to continue to this learning?




Slide 20



Instruction

Developing students to own **how** they are learning





Slide 21

Developing students to own **how** they are learning- Instruction


Instruction – is defined as those strategies students will use to master the content and skills determined in the curriculum.

- ▶ Student ownership for students focus on the students- what the students need to do to learn the skills.
- ▶ True student ownership begins when the teacher looks at instruction from the kids point of view.

Slide 22


The imperative for ownership of the instruction



- ▶ Students need to be able :
 - ▶ Students to know and be able to articulate how they will learn the skills they are mastering in the day's lesson, unit, and in the course.
 - ▶ Students need to understand how the instructional strategies they are using effectively support them to master these skills
 - ▶ Students need to know and are able to articulate which strategies support their learning and how to apply them during class, other classes, and when they are working on their own.
 - ▶ Students understand the value of pushing their learning by listening, speaking, reading, and writing with peers.
 - ▶ Students need to understand their role in their own learning- they are their own masters of their mastery

Slide 23

Putting student ownership into practice – instruction




What is the difference between a student who is simply **doing** or **understanding** instruction and one who is **owning how** they are learning?

Doing	Understanding	Owning
A student can state how they need to complete the task in front of them.	A student can explain what strategy they are engaged in.	Student can articulate the strategy they are currently using to learn, how this strategy supports their learning, and how they will use the strategy in the future.

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Teachers moving to student ownership



We will focus on three practices in instruction that research shows increase the opportunities for learning- by increasing the opportunities for student ownership.

Strategic Learning Practice, Instruction 1:
Each and every student is supported by opportunities for meaningful engagement using structured student to student communication.

Strategic Learning Practice, Instruction 2:
Each and every student is supported by opportunities for meaningful engagement using effective instructional strategies

Strategic Learning Practice, Instruction 3:
Each and every student is supported by opportunities for meaningful engagement in which instructional time is used efficiently

Slide 25


Strategic Learning Practice, Instruction 1:

Each and every student is supported by opportunities for meaningful engagement using structured student to student communication.

Meaningful engagement: in times when students are involved in interaction that directly lead to increased understanding or mastery of learning.

Structured: implies that the interactions have a purpose, value, and a goal.

Student to student- interaction with students in which each has the opportunity to push their thinking and understanding of the learning through speaking and listening



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Strategic Learning Practice, Instruction 1:

Student should be able to answer the following questions:

How does engaging in conversation with my peers push my learning?

How do I participate in these conversations?

What is my role as both a speaker and listener?



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Strategic Learning Practice, Instruction 2:

Each and every student is supported by opportunities for meaningful engagement using effective instructional strategies.

Meaningful engagement: in times when students are involved in interaction that directly lead to increased understanding or mastery of learning.


Effective: implies that the students demonstrate the intended learning at the end of the time allotted

Student should be able to answer the following questions:

How does engaging in this instructional strategy support my learning?

How can I use this instructional strategy in the future?

What is the value of reflecting on my learning?



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Strategic Learning Practice,
Instruction 3:

Each and every student is supported by opportunities for meaningful engagement in which instructional time is used efficiently.

Opportunities are chances for students to be actively engaged. The greater the quantity and the higher the quality of these opportunities, the higher probability of student learning.


Efficiently: refers to the least amount of time required for the highest rate of learning. Nonproductive time is kept to a minimum.

Student should be able to answer the following questions:

- How much time do I have to learn this?
- How can I use my time most effectively?
- How can these routines help me in the future?

efficiently

Slide 29




Assessment
Developing students to
understand how **well** they
are learning

Slide 30

Assessment
Developing students to understand how **well**
they are learning


Assessment is the student's ability to understand when they are learning and when they are struggling.

- ▶ True student ownership begins when the teacher looks at assessment from the kids point of view.
- ▶ Assessment for learning- NOT assessment of learning



Slide 31

The imperative for ownership of the assessment




Students need to be able :

- ▶ Students can articulate when they are learning and when they are struggling.
- ▶ Students can identify when they are struggling and to find supports they need to continue learning.
- ▶ Students need to accept feedback as a means for learning and to offer feedback to others.
- ▶ Students need to identify their own strengths and areas of need.
- ▶ Students need to know that their area of need can be supported and that these supports can be used in a variety of settings.

Slide 32

Putting student ownership into practice – Assessment




What is the difference between a student who is simply **doing** or **understanding** assessment and one who is **owning how well** they are learning?

Doing	Understanding	Owning
A student can state how they will finish the task in front of them.	A student can explain how they know they are learning.	A student can articulate if they are learning or struggling and why, what to do if they are learning or struggling, and how assessing their learning helps them learn more.

Slide 33

Teachers moving to student ownership



We will focus on three practice in assessment that research shows increase the opportunities for learning- by increasing the opportunities for student ownership.


Strategic Learning Practice, Assessment 1:
Each and every student is supported by data that is used to monitor current understanding and provide feedback.

Strategic Learning Practice, Assessment 2:
Each and every student is supported by data that is used to monitor current understanding and adjust as needed.

Strategic Learning Practice, Assessment 3:
Each and every student is supported by data that is used to differentiate based on predetermined student needs.

Slide 34

Strategic Learning Practice,
Assessment 1:



Each and every student is supported by data that is used to monitor current understanding and provide feedback.


Data: is any information that is gathered to indicate whether the students are learning the designated outcomes for the unit of learning.

Monitor: assumes the teacher is consistently checking to see if students are learning or struggling.

Provide feedback- information from teacher that is communicated to the students to affirm, clarify, or redirect their learning.

Slide 35

Strategic Learning Practice,
Assessment 1:




Student should be able to answer the following questions:

- Are you learning, and how do you know?
- Are you struggling, and how do you know?
- How does checking for understanding and receiving feedback support your learning?

Slide 36

Strategic Learning Practice,
Assessment 2:




Each and every student is supported by data that is used to monitor current understanding and adjust as needed.

Adjust: implies modifying the instruction to provide more support for those who are struggling or to accelerate the pace for those who are succeeding more quickly than anticipated.

Student should be able to answer the following questions:

- Are you struggling, and how do you know?
- What supports might you need from the teacher?
- What strategies might you use to continue learning?



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Strategic Learning Practice, Assessment 3:

Each and every student is supported by data that is used to differentiate based on predetermined student needs.

Predetermined: includes all the data a teacher is privy to before planning the lesson. These could include IEP, English Language Learners

Student should be able to answer the following questions:

- What specific area of need do you have?
- What supports might you need from the teacher?
- What strategies might you use to continue learning?

Slide 38

Climate

Developing students to own their role in the classroom



Slide 39


Climate

Developing students to own their role in the classroom

Climate: student-centered environment that accelerated academic learning.


True student ownership begins when the teacher looks at climate from the kids point of view.

Students need to go home more tired than the teacher.



Slide 40

The imperative for ownership of the climate



Students need to be able :

- ▶ Students know and articulate their role in the classroom.
- ▶ Students know that the group is smarter as a whole than any one individual student.
- ▶ Students need to articulate their role in building respect, cooperative, and collaboration in the classroom.
- ▶ Students need to understand the value of learning in a classroom that recognizes and promotes all students.
- ▶ Students need to honor risk taking and understand how struggling is a crucial part of the learning process- for them and their classmates.
- ▶ Students should support each other in their learning endeavors .

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Putting student ownership into practice – Climate




What is the difference between a student who is simply **doing or **understanding** classroom climate and one who is **owning their role in the classroom**?**

<p>Doing</p> <p>When they can state the rules in the classroom.</p>	<p>Understanding</p> <p>When they can explain how a respectful, cooperative, and collaborative class supports learning.</p>	<p>Owning</p> <p>The students can articulate their role in a respectful, cooperative, and collaborative environment, how scholarly behaviors support their own learning</p>
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Slide 42

Teachers moving to student ownership



We will focus on three practice in climate that research shows increase the opportunities for learning- by increasing the opportunities for student ownership.


Strategic Learning Practice, Climate 1:
Each and every student is supported by a respectful academic environment that recognizes and promotes scholarly behaviors.

Strategic Learning Practice, Climate 2:
Each and every student is supported by a cooperative academic environment that encourage risk taking.

Strategic Learning Practice, Climate 3:
Each and every student is supported by collaborative academic environment that enhances student productivity.

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Strategic Learning Practice, Climate 1:




Each and every student is supported by a respectful academic environment that recognizes and promotes scholarly behaviors

Respectful-the cornerstone attribute of an effective and efficient classrooms. This means teachers and students honor and accept each other as scholars and unique individuals with specific learning strengths and needs.

Scholarly behavior- includes those actions that support learning- such as effort, perseverance's, self-management, reflection, precision, and lead increased academic ownership


Slide 44

Strategic Learning Practice, Climate 1:




Student should be able to answer the following questions:

- What is your role in the class ?
- How do you recognize and promote others ?
- Which scholarly behaviors support your learning ?



Slide 45

Strategic Learning Practice, Climate 2:



Each and every student is supported by a cooperative academic environment that encourage risk taking.

Cooperative: describes the mutual assistance of individuals as they join together to achieve a common learning outcome.

Academic environment: is both the physical space and the mental attitudes of the classroom. These spaces are set up to organize to support teaching and learning. The attitudes is student-centered –the focus is on the scholar, their needs and their behaviors.



Risk taking: is the act of taking a chance, knowing failure may occur on the first attempt, in order to achieve an academic goal that presents a challenge to the learner .

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Strategic Learning Practice,
Climate 2:


Student should be able to answer the following questions:

- How do you support others in their learning ?
- How do you take academic risk ?
- What is the value of taking academic risk ?

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Strategic Learning Practice,
Climate 3:



Each and every student is supported by collaborative academic environment that enhances student productivity.


Collaborative: students are working alongside other students to achieve or produce something.

Enhance: means to intensify, increase, or further improve the quality of the learning

Student productivity: is the effectiveness of the effort of individual as they are learning.


Slide 48

Strategic Learning Practice,
Climate 3:



Student should be able to answer the following questions:

- How do you work with other students ?
- What is the value of working as a team ?
- How does working on a team support your learning ?





Slide 49

Building the mindset of student ownership in your classroom

Student ownership
Is a mindset of those students who know they have the authority, the capacity and the responsibility to own their learning.

Teacher : need to model the thinking behind ownership, explicitly teach the skills of ownership, and, most importantly, be willing to delegate the authority, capacity, and responsibility to the students.

Slide 50

Laying the foundation for learning strategies

Learning strategies – are the strategies or actions that will accelerate learning forward and can be applied to future learning experiences.




Slide 51

What type of strategies will empower students?


- Setting personal learning goals
- Assessing prior knowledge
- Planning strategies to tackle a task
- Organizing information
- Problem solving
- Note-taking
- Self-reflection
- Modeling Reciprocal teaching
- Nonlinguistic representation
- Summarizing learning
- Metacognition/Reflection of learning
- Discussion strategies
- Collaboration skills
- Research strategies
- Self-checking
- Leadership skills
- Self-assessment of learning and strategies

Slide 52

The transfer of learning strategies

Transfer -refers to students adopting strategies for learning from what is modeled in the classroom to their own toolbox for learning .

Achieving transfer is the goal in partnering with students to build ownership of there learning.



Slide 53

The multistep process of transferring that aligns with the learning process.

Teachers think through three considerations related to transferring strategies from teacher-owned to student owned

1. Review the learning intentions
 - ▶ What instructional strategies would best support students in reaching the learning intention
2. Reflect on the type of learner strategies students already use regularly
 - ▶ What learning strategies have I witnessed my students using in the past?
 - ▶ When do I see my students able to work independently? What strategies do they employ during those times?
 - ▶ Do I have students who may be able to teach a learning strategy to others(aligned with what is my contribution)

Slide 54

The multistep process of transferring that aligns with the learning process.

3. Determine the types of learning strategies to be shared with students during each phase of the teaching and learning process(before, during, and after).
 - ▶ Which strategies might best support my students before we beginning new learning(aligns to Where I am going?).
 - ▶ Which strategies might best support my students while we learn or as we move from surface to deep learning(aligns to How am I am doing?).
 - ▶ Which strategies might best support my students as we begin to summarize, reflect, and assess learning to determine Where to go next.

Slide 55

Examples of learning strategies aligned to the learning process

BEFORE	During	AFTER
<ul style="list-style-type: none"> Setting personal learning goals Assessing prior knowledge Identifying strategies to tackle a task 	<ul style="list-style-type: none"> Organizing information Problem solving Note taking Self-testing Metacognition Reciprocal teaching Summarizing learning Metacognition/Reflection of learning Discussion strategies Collaborative skills Research strategies Help-seeking Leadership skills Self-assessment of learning and strategies Giving and receiving feedback 	<ul style="list-style-type: none"> Summarizing learning Metacognition/Reflection of learning Discussion strategies Self-assessment of learning and strategies

Slide 56

Six actions to transfer teacher-owned strategies to student-owned strategies

► The following provides an example of six actions used to support students in making transfer from teacher-owned strategies to student-owned

Action	Explanation
Modeling	Explicit demonstration of one's thinking and doing so that others may replicate the same actions
Metacognition	Thinking about one's own thinking; processing knowledge between teacher-owned and student-owned strategies
Choice	Knowing and being able to select a strategy that will best meet the needs or preferences of a learner
Monitoring and reflection	Conscious appraisal of whether or not a strategy is having the desired effect during and after learning
Revision of strategy	Modification of a strategy in order to provide greater learning. How could the strategy change or be combined with another to get a better result?
Independent use	Application of a strategy to other learning experiences by this a strategy that can be used independently or for a personal purpose?

Slide 57

Learning Strategy – Learners Internal Compass

How do you know you're on your journey?

Student

Learner's Internal Compass

What is my contribution? (N)

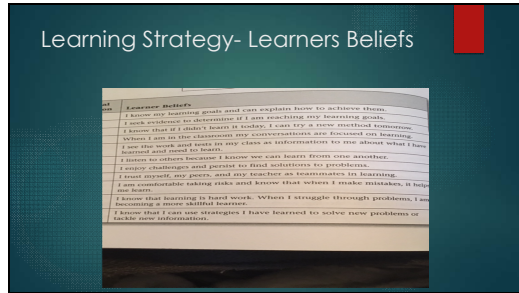
Where do I start? (W)

Where am I getting? (E)

How am I doing? (S)

Learn the strategy to achieve your purpose

Slide 58



Slide 59

