



Promote Ownership of Learning

Competency

Educator creates opportunities for student choice to promote ownership of learning.

Key Method

The educator designs learning experiences, as it relates to the subject and grade level, in which students are given choice in how to reach curriculum objectives. The educator leverages these learning experiences to support students in their decision making as they choose their own paths for learning based on their needs.

Method Components

Promote Ownership of Learning Introduction

Educators understand that through self-directed learning, students can grow as learners. When given choice, students take ownership of their learning, which allows them to internalize both content and skills. Educators who give students choice create an environment in which each student is valued regardless of their need or ability level. The teacher works with learners to design experiences to develop areas of interest (InTASC, 2011).

Key Elements of Student Choice

- Students have the ability to choose materials and resources that are grade-level appropriate.
- Learning experiences engage students in self-directed learning.
- Students generate and evaluate new ideas as a way to develop original work.
- Presentation of knowledge based on choice allows for deeper engagement.
- Given choice, students gain ownership of their learning.



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Last Revised on Mar 20, 2022

Supporting Rationale and Research

Brown, D. (2002). Self-Direct Learning in an 8th Grade Classroom. Educational Leadership. Retrieved from

<https://www.ascd.org/el/articles/self-directed-learning-in-an-8th-grade-classroom>

Denton, P. (2017, February 23). Academic Choice. Responsive Classroom. Retrieved from <https://www.responsiveclassroom.org/academic-choice/>

Katz, I., & Assor, A. (2007). When choice motivates and when it does not. Educational Psychological Review, 19, 429-442.

<http://selfdeterminationtheory.org/SDT/documents/Katz%20et%20al%202006%20when%20choice.pdf>

Marzano, R. (2010). The Highly Engaged Classroom: The Classroom Strategies Series. Marzano Research Library. Retrieved from

https://www.marzanoresearch.com/resources/tips/hec_tips_archive

Patall, E., Cooper, H., & Robinson, J. C. (2008). The effects of choice on intrinsic motivation and related outcomes: A meta-analysis of research findings.

Psychological Bulletin, 134(2), 270–300. Retrieved from

https://www.researchgate.net/publication/5554527_The_Effects_of_Choice_on_Intrinsic_Motivation_and_Related_Outcomes_A_Meta-Analysis_of_Research_Findings

Resources

[Student Choice Leads to Student Voice](#)

[Handout: Offering Choices to Students](#)

[How to Give Students More Control Over Their Learning \(Opinion\)](#)

[InTASC Teaching Standards](#)

[15 Resources for Personalizing Student Learning](#)

[Providing Differentiated Instruction by Giving Students Choices](#)

[Effects of Student Choice on Student Motivation and Engagement within an Elementary Classroom](#)



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Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(400-550 words)

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

Please respond to the following:

1. Describe the subject and grade levels you teach, as well as the demographic makeup of your student population.
2. Describe the diverse learners in your classroom (English Language Learners, Gifted Learners, Special Education Students, etc.)
3. How will giving students choice in your classroom assist in developing student ownership of learning?

Passing: Responses completely address each of the three questions, using personal examples and supporting evidence that illustrate the importance of student choice. Responses are organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following two artifacts as evidence of your learning.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Unit Plan



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Revise a previously taught unit or create a new unit consisting of 2-3 lessons that focus on student choice, related to either the content or presentation of knowledge. Include all necessary materials, references to supplies needed, etc. Lesson plans must include an explanation of necessary objectives/standards, activities, and assessment (as needed). Also, include an explanation of your decision-making process that addresses the following questions:

- How/why did you make these choices?
- How do you anticipate giving students choice in this matter to affect student ownership?
- How will this engage students as compared to traditional methods?
- How are students generating their own knowledge and making their own plan for learning?
- How will you modify or accommodate the choice board for your diverse learners?

Artifact 2: Student Artifacts

Following your unit, submit student work (3-4 examples) with either your explanation or their explanation of how choice has given them ownership. Each explanation must be 100 words, for a total of 300 to 400 words. Respond to the questions below:

- How has this work developed the skills of the learners?
- How/why has this created more ownership of learning?
- What about this work made learners engaged? Why?

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Unit Plan	Artifact includes all points below: <ul style="list-style-type: none"> • Clearly shows how you incorporate student choice as a way to increase student ownership of learning • 2-3 lessons 	Artifact includes three or more of the points below: <ul style="list-style-type: none"> • Shows how you incorporate student choice as a way to increase student ownership of learning • 1-2 lessons 	Artifact includes one or two points below: <ul style="list-style-type: none"> • Attempts to show how you incorporate student choice as a way to increase student ownership of



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	<p>include emphasis on choice, engagement, and ownership</p> <ul style="list-style-type: none"> • All materials, handouts, etc., are included: objective/standards, activities, and assessment • Reflection explicitly demonstrates the value of student choice as it promotes ownership of learning 	<p>include emphasis on choice, engagement, and ownership</p> <ul style="list-style-type: none"> • Missing 1-2 necessary materials, handouts, etc. • Reflection demonstrates the values of promoting ownership but does not fully answer all questions 	<p>learning</p> <ul style="list-style-type: none"> • 1 lesson that lacks emphasis on choice, engagement, and ownership • Missing more than two necessary materials, handouts, etc. Reflection lacks specifics to show the value of promoting ownership
Artifact 2: Student Artifacts	<p>Includes 3-4 student work samples</p> <p>Analyzes student work through reflecting on 4 questions to show the importance of student ownership of learning</p>	<p>Includes 2 student work samples</p> <p>Evaluates student work through reflecting on 3 questions but does not show the importance of student ownership of learning</p>	<p>Includes 1 student work sample</p> <p>Describes student work in little detail through reflecting on 1-2 questions and does not discuss the importance of student ownership of learning</p>

Part 3 Reflection

(350-500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)



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Please do not include any information that will make you identifiable to your reviewers.

1. How did evaluating your lessons on student ownership change your value of choice for students?
2. What is a future goal you have with units, based on what you learned?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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