
Study Guide

PART I: DEFINING THE JOURNEY

We hope you have learned much from reading this book and that you and your colleagues will engage in deep and long-lasting learning around partnering with students to build ownership of learning. The book study section is set up in a simple but meaningful format to foster conversation, decision-making, and implementation of the ideas presented in this book—and, more important, the ideas generated at your school.

After reading each chapter, begin by focusing the conversation around the essential questions found at the beginning and end of each chapter. You may also refer to the discussion topics listed to generate discussion. Next, brainstorm ideas about what is already taking place and what could change, and make a plan to get started. Each chapter offers many ideas for implementation in the sections marked *Time for Application*. Use these sections as a starting place to generate and discuss ideas. Include your own ideas and best practices to build a plan. Finally, make time to check in and make midcourse adjustments, determine progress, and plan next steps together.

The following templates are referenced in Chapter 7 and are also available to use as part of a book study. You may access the electronic templates at www.corwin.com/partneringwithstudents.

Figures 7.1a–7.1c: Defining the Journey, Learning on the Journey, and Retracing and Extending the Journey

Figure 7.8: Partnering With Students to Build Ownership of Learning

Introduction: Finding True North: A Compass for Teaching and Learning, and Chapter 1: Defining Collaborative Relationships for Learning

Essential Questions

- How can relationships impede or catapult learning?
- How do I establish a classroom where learning is a partnership?
- How do I find clarity in a sea of standards?

Discussion Topics

- Student voice
- Collaborative student–teacher relationships

- Teacher's and Learner's Internal Compasses
- The TRUST Model

Ideas for Interacting With the Content: Time for Application

- Which ideas from the *Time for Application* section of the chapter were particularly appealing and worth trying?
- What are we already doing?
- What might we be able to implement right away?
- What are some of our long-term goals for implementation?
- What steps will we take to get started?
- How will we monitor and grow our learning over time?

Next Steps

- ✓ When will we check in and discuss progress?
- ✓ How will we know if we are successful?

Chapter 2: Defining Essential Learnings

Essential Questions

- How do I find clarity in a sea of standards?

Discussion Topics

- Identifying the learning progressions
- Developing an instructional sequence

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Chapter 3: Defining Criteria for Success

Essential Questions

- How can teachers translate standards into criteria for success?
- How can students develop personalized learning goals?
- How do we put beliefs about learning into action?

Discussion Topics

- The Handoff
- Co-constructing Success Criteria

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PART II: LEARNING ON THE JOURNEY

Chapter 4: Learner Strategies for Life

Essential Questions

- How do teachers support students in developing strategies for learning?

Discussion Topics

- Defining and developing Learner Strategies
- Full versus Partial Transfer
- The learning portfolio

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Chapter 5: Learning Through Effective Feedback

Essential Questions

- How can feedback propel learning forward for teachers and students?

Discussion Topics

- Nourishing learning
- The FEEDBACK acronym

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PART III: RETRACING AND EXTENDING THE JOURNEY

Chapter 6: Retracing Evidence to Prove and Extend Learning

Essential Questions

- How can students and teachers prove deep learning has occurred?
- How can proving Learner Strategies lead to deepened ownership of learning?

Discussion Topics

- Retracing and proving learning with evidence
- The learning portfolio

Ideas for Interacting With the Content: Time for Application

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Chapter 7: Retracing and Extending the Process: A Summary to Guide Teachers and Leaders

Essential Questions

- How can I leverage the strengths of all to take action?
- How can the compasses guide collective action?

Discussion Topics

- Retracing and extending key ideas and practices presented in the book
- Teacher leadership
- School leadership
- Students as greatest assets

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