

Noticing Student Actions - From Compliance to Agency

This continuum outlines how pilot teachers in WestEd’s *Student Agency in Learning* course described what they noticed about student actions and behaviors as they enhanced expertise in formative assessment and developed learner agency.

Compliant Learning Stance	Engaged Learning Stance	Learner Agency Stance
<p>When students are in a compliant learning stance, teachers notice that students:</p> <ul style="list-style-type: none"> • Are unaware of their own learning abilities • Only use the teacher as a source of feedback • Are unaware that they can assess their own work • May show frustration if they are not understanding or are stuck <p><i>Depending on students’ identities, they may:</i></p> <ul style="list-style-type: none"> • Check to see if work is “ok” before turning it in • Complete work for a grade • Be comfortable with a “sit-and-get” environment <p><i>Or</i></p> <ul style="list-style-type: none"> • May be reluctant to participate • Find excuses not to engage in work • Rely on external motivation to complete tasks • Have difficulty finding entry points or purpose to begin work, even with scaffolding • Voice discontent about tasks • Pretend to be working • Make minimal effort to support other students during peer feedback 	<p>When students are in an engaged learning stance, teachers notice that students:</p> <ul style="list-style-type: none"> • Are comfortable sharing with peers when they are knowledgeable in a specific area • Are less comfortable sharing with peers what they do not yet know • Ask the teacher questions about what they are going to learn, not what tasks they have to complete • Are eager to form collaborative groups to engage in tasks • Refer back to the success criteria during the lesson to consider next steps in learning • Begin to reflect on adjustments that need to be made, although students only make adjustments in contexts (such as conferences) where the teacher scaffolds next steps in learning • Self-assess their work with support • Demonstrate control and responsibility for their own learning • Are beginning to provide feedback with less reliance on templates and graphic organizers • Seek opportunities to set learning goals at the beginning and/or close of learning • May struggle with providing effective feedback that address next steps in learning 	<p>When demonstrating learner agency, teachers notice that students:</p> <ul style="list-style-type: none"> • Utilize classroom resources to move learning forward, including relying on peers • Seek teacher support only after other options have been exhausted • Ask others for feedback focused on specific aspects of their learning • Spontaneously offer effective feedback to peers • Set and meet goals, and describe next steps they can use to be successful in learning • Have ownership over their own learning • Demonstrate a drive to learn and explore new ideas • Have a toolbox of strategies to self-assess and give peer feedback • Demonstrate control and responsibility for their learning AND consciously make decisions to improve their learning, effort, or focus • Devise their own methods for keeping track of the success criteria • Develop targeted and effective self-assessment and peer feedback using the success criteria