← Use this learning progression to self-assess your current knowledge and skills.

Learner Agency Learning Progression

Competency Statement: Teachers will demonstrate the ability to **foster learner agency*** through their pedagogical approaches, their relationships with learners, and the learning culture and environment they co-build with students, as they **redefine their role** in the learning process.

Performance Indicators

These performance indicators define the core knowledge, skills, and dispositions required to build competency. ●

- Teachers will develop an understanding and apply the principles of learner agency.
- Teachers will understand the impact of their own dispositions (e.g., equity orientation, learner-centered orientation, continuous improvement orientation) and develop plans for growth through active reflection.
- Teachers will create a learning culture & environment that supports the development of agency.
- Teachers will create supportive relationships with their learners.
- Teachers will be aware of the role that they play in learning and increasingly take on a facilitative role in the learning process as they implement a range of pedagogical approaches that offer opportunities for learner agency.

Performance Levels

These performance levels describe a progression of increasing capacity along a continuum. ●

INVESTING

- ☐ I can define learner agency and explain why it is important.
- ☐ I can identify the central dispositions in learners that foster agency.

- ☐ I can articulate the dispositions of a learner-centered teacher.
- ☐ I can accurately self-assess against the dispositions of a learner-centered teacher and identify areas of growth.

- ☐ I can explain why a safer, culturally responsive, and collaborative learning environment is a necessary precondition for fostering student ownership and positive identity.
- ☐ I regularly self-assess and ask my students for feedback regarding how I do or do not foster a safer, culturally responsive, and collaborative learning environment.
- ☐ I can identify how access to resources, design of the physical space, and classroom routines/practices can empower students.

- ☐ I can explain why supportive relationships with learners are a necessary precondition for fostering learner ownership and positive identity.
- ☐ I can accurately self-assess the aspects of my current practice that promote or inhibit supportive relationships with my learners.
- ☐ I can identify the role of power in relationships and explain how that impacts development of learner agency.

- ☐ I can accurately self-assess the extent to which I direct learning in my classroom vs. empower my students to direct their learning.
- ☐ I can identify a range of pedagogical approaches that support learner agency.
- ☐ I can explain to what extent identified pedagogical approaches promote or limit the development of learner agency.

DEVELOPING

- ☐ I can persuasively make the case for increasing students' ownership of their learning.
- ☐ I can explain how the central dispositions for agency can be developed and provide examples of opportunities for fostering agency.

- ☐ I can explain why it is important for me to develop learner-centered teacher dispositions.
- ☐ I can provide evidence and reflections that reveal a clear commitment to strengthening my own learner-centered dispositions.

- ☐ I can create a safer, culturally responsive, and collaborative learning environment where all learners support one another in taking ownership of their learning by creating frequent opportunities for them to provide input in order to integrate their perspectives (e.g. adjusting policies, procedures, physical spaces, and/or norms to align with diverse needs).

- ☐ I can create supportive relationships wherein learners receive regular feedback and feel empowered to exercise their agency.
- ☐ I can develop relationships so that learners report that bias is not evidenced in my practice.
- ☐ I can develop relationships so that learners report that classroom challenges are addressed and fairly resolved.

- ☐ I can take a role in my classroom such that learners and I are routinely co-constructors of learning experiences.
- ☐ I can support my students in becoming more self-directed by effectively incorporating elements of pedagogical approaches that foster learner agency.

LEADING

- ☐ I can demonstrate my understanding of the transformative power of learner agency through shifts in how I create a learning culture & environment, respectful and supportive relationships with learners, and pedagogical approaches that support the development of agency.

- ☐ I have developed a commitment to continuous self-reflection and improvement and can demonstrate evidence of that commitment over time.
- ☐ I can show or describe specific instances where the growth in my dispositions has positively impacted my students and/or colleagues.

- ☐ I can support all learners, particularly those who are often marginalized due to racial/ethnic/class differences in status, in developing their own mechanisms for accessing resources, in designing physical spaces that meet their learning needs, and in identifying or creating routines or practices which empower them both inside and outside of school.

- ☐ I can develop relationships that acknowledge the individual and the collective identity(ies) in the community.
- ☐ I can develop relationships so that learners report that power is shared equitably between all members of the community.
- ☐ I can develop relationships that enable learners to actively and increasingly take ownership over their learning.

- ☐ I can take a role in my classroom such that learners are empowered, self-directed, and routinely the designers of their learning.
- ☐ I can skillfully employ a range of pedagogical strategies and modalities that maximize learner agency.

INNOVATING

- ☐ I can share my understanding of and experience with learner agency by showcasing positive examples from my work that provide evidence for improved student outcomes; I can use those examples to support other educators, the community, and the field at large.

*Learner agency refers to the capacity to act in a way that produces meaningful change in oneself and/or one's environment. It involves the level of control, autonomy, and power that a learner experiences in a learning environment. To feel a sense of agency, learners need evidence of impact, influence, and contribution.

JFF

2revolutions
Do What You Love · For Good