Targeting Instructional Moves to Support Students as they Develop Agency

This continuum outlines how pilot teachers in WestEd's *Student Agency in Learning* course differentiated formative assessment instructional routines to support students to develop learner agency.

To Support Students Who Are in a Compliant Stance, Teachers:	To Support Students Who Are in an Engaged Stance, Teachers:	To Support Students Who Are Demonstrating Learner Agency, Teachers:
• Scaffold any independent learning and assessment processes, e.g., provide templates and sentence stems for self-assessment and peer feedback • Share their vision of a learning culture in the classroom, e.g., where everyone can safely share where they are on their own learning journey • Are transparent about where they are in their own learning • Share their own experiences of being a beginner in a learning process • Conduct think-alouds to model how students approach complex tasks • Provide daily individualized routines that model and explicitly teach quality feedback, self-assessment and discourse practices • Explicitly model how to observe evidence of learning as learning is underway • Highlight the value of emerging, partial, and not yet-fully-formed learning • Provide scaffolds for students to share their thinking with their classmates and their teacher	• Model the use of think-alouds when self-assessing and exploring evidence • Set clear learning and behavioral expectations • Have students use evidence of their learning to set individual goals • Provide models for effective questioning during classroom conversations • Provide structured opportunities for students to engage in, and reflect on, peer feedback • Reduce the use of templates and organizers, provide opportunities for students to practice with their own language and processes • Observe students (noticing!) to see how they are using feedback and self-assessment practices on their own • Intentionally establish groups based on students' skills/ comfort level with this work and/ or their level of ownership of learning, rather than setting groups based on level of content knowledge • Deepen opportunities for students to share emerging understandings and publicly share their learning • Celebrate examples of students moving each other's learning forward	• Let students take the lead and model their metacognitive processes with one another • Reflect with students on how feedback supports learning and create opportunities for reflection • Create more opportunities for metacognition, where students work together to think about their thinking, e.g., "What is the most powerful feedback you received this year, and why?" • Offer students opportunities to develop success criteria on their own • Have students assess the progress their entire class has made to strengthen learning practices such as discourse and peer feedback • Provide opportunities for student self-reflection to be expressed more publicly as the classroom culture and student learner identities evolve • Design daily opportunities for students to support each other through feedback, shared strategies, and dialogue