

Student Agency and Empowerment Continuum

	Organizationally Driven	Teacher Centered	Learner Centered	Learner Driven
Voice	Federal, state and local policy establishes learning goals for students. The same goals are to be attained by all students.	Teacher establishes learning goals for individual students and provides feedback to the students on the attainment of those goals.	Student establishes personal learning goals and articulates action steps to meet learning goals. Student co-creates the design of lessons, projects, and assessments.	Student understands that having a voice can lead others, make actions happen and includes accepting responsibility for outcomes.
Choice	Learning environment is primarily static. There is little to no choice for students in where learning happens, what activities, resources and tools are used.	Student chooses environment for individual or group work and has a choice of learning activities, resources, and tools.	Student chooses topic based on interests or questions and identifies ideas for designing activities, resources and tools for learning.	Student self-directs learning based on challenges, problems, and/or passion and chooses strategies, people and resources to develop plan of action.
Engagement	Student follows directions from the teacher and rarely talks about learning. Student is compliant.	Student builds relationships with teacher and peers and investigates topics with more choices in how he or she engages with content.	Student explores interests, talents, and aspirations, connects to others with same interests, and enjoys learning from and teaching others.	Student is intrinsically motivated to pursue passions and purpose and is in control and responsible for learning.
Motivation	Students are given specific tasks to do and receive rewards or consequences, such as grades, report cards, gold stars or detention.	Student seeks approval from teacher and peers and is given opportunities to develop strategies that motivate him/her to meet personal learning goals.	Student desires to succeed, persevere, and demonstrate mastery with evidence of learning. Student develops a growth mindset; believing they can learn.	Student is involved in learning for the love of learning and derives satisfaction from understanding, learning a skill, attaining knowledge or creating something.
Ownership	Students contribute to the learning environment by doing or not doing what is asked of them. The teacher is perceived as the one responsible for the learning.	Student works with the teacher on learning goals to develop and gain independent learning skills to support strengths and challenges. The responsibility of learning begins to shift from teacher to the student.	Student develops skills to work independently and with others. Student values goal setting, designs action steps and refers to personal plan and the teacher for guidance.	Student self-monitors progress to adjust personal plan to demonstrate mastery as he or she meets goals and pursues interests and passion in innovative ways.
Purpose	Student conforms to the group's purpose or extrinsic factors. Students follow their peers' beliefs and behaviors and conform to think like the group.	Student is able to separate from others and seek to understand their personality, strengths, challenges, interests, talents and aspirations. Student begins to know their hopes and dreams.	Student takes risks to pursue and discover their passion. The student takes control of the learning around their passion and are intrinsically motivated to take action.	Student wants to learn more to make a difference in the world by finding a solution to a problem and tackle it. Student is empathetic and looks beyond his/her own self-interest to foster a meaningful life.
Self-efficacy	Teacher guides the decisions for students therefore; students find it difficult to make a decision and are cautious of making choices or stepping out of their comfort zone.	Student starts to be reflective and comfortable with who they are as a learner. They begin to share their voice and acquire the skills, a confidence to make choices to support their learning.	Student accepts responsibility for their choices and voice concerns around their learning. Student is confident in guiding their own thoughts, behaviors and emotions to meet learning goals.	Student develops resilience for rigorous learning, embraces challenges, take risks, and views failure as a learning opportunity.

Adapted from the Crosswalk of Learner Agency across the Stages of PLE by Barbara Bray & Kathleen McClaskey