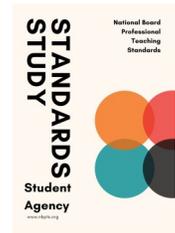


National Board Professional Teaching Standards:

[Student Agency Standards Study](#)



Students as Partners:

The Student Agency Standards Study was edited in partnership with the [Prichard Committee Student Voice Team](#). Through this process, students identified exemplar language in the National Board Standards, recommended improvements for future standard revisions, and collaborated to create facilitation guidance. By partnering with students in the creation of this Standard Study, the guidance on how best to make students partners in the education process was informed by students themselves.

Getting Started:

It is only after educators form meaningful relationships with students that students can be partners in the educational process. Therefore, it is recommended to begin professional learning work with the [Knowledge of Students Standards Study](#). Many of the sections of the [Student Agency Standards Study](#) assume that the teacher already has a relationship with his or her students. The [Knowledge of Students Standards Study](#) offers guidance for this critical first step.

Best Practice:

While the team analyzed all of the National Board Standards for language that supports student agency, it became clear that some examples are worth lifting up for all educators. Our student team selected the following excerpts to highlight:

- “Instructors work through goals with their students based on a sense of mutual respect.” *Career and Technical Education, Standard I, p. 24*
- “When teachers use student work for their professional purposes, they honor student ownership by obtaining permission from the student.” *English Language Arts, Standard VI, p. 59*
- “Accomplished teachers realize that a successful learning environment must be negotiated and co-constructed with the members of a learning community, and therefore accomplished teachers elicit a concerted effort from their students in this endeavor.” *English Language Arts, Standard III, p. 33*
- “Accomplished teachers of students with exceptional needs cultivate a sense of efficacy in their students as they develop each student’s personal responsibility and independence, civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others.” *Exceptional Needs Specialists, Standard VII, p. 44*
- “By informing students about available resources and nurturing their sense of self-efficacy, accomplished CTE instructors help them make the best possible use of the tools available to them. Teachers provide their students with the chance to develop self-awareness and personal confidence based on their unique skills, abilities, and talents.” *Career and Technical Education, Standard VI, p. 66*

Best Practice (cont.):

- “Physical education teachers involve students in the creation of rules, policies, and procedures, making them partners in learning and collaborative decision making.” *Physical Education, Standard V, p. 35*
- “Accomplished teachers support students in developing their ability to self-advocate for educational equity and for fair treatment by peers and adults. An accomplished teacher might encourage students to advocate for accurate depictions in the media of their culture, age group, gender, or other groups with which they identify...Accomplished teachers help students understand issues of context, risk, and responsibility related to various forms of advocacy...Ideally, accomplished teachers’ efforts for advocacy should encourage lifelong advocacy in their students.” *English Language Arts, Standard XII, p. 98*
- “Accomplished early childhood teachers solicit the wisdom of the classroom community and build upon it. They nurture children’s respect for one another’s ideas.” *Early Childhood Generalist, Standard I, p. 23*
- “Teachers and their students belong to interrelated learning communities, informed by the relationships between classroom, home, local, and global cultures.” *Middle Childhood Generalist, Introduction, p. 12*
- “As they interpret and assess student responses, teachers offer students opportunities to shape independent studies in which they explore their own questions and interests.” *Health, Standard VI, p. 33*
- Accomplished library media specialists solicit feedback and suggestions from students and staff, including those who rarely use the library facility and resources, in order to determine how the program might better meet their needs...Because of this communication between library media specialists and school learning communities, library media programs benefit from the advocacy that these voices can provide. *Library Media Specialist, Standard IX, p. 48*
- “Accomplished teachers communicate regularly with students about assessments and their results, and they help students understand the data so that students can reflect on their own learning. Teachers explain the value of multiple assessments and the ways that a variety of feedback can improve learning.” *Literacy: Reading-Language Arts, Standard V, p. 44*
- “In order to promote fairness, accomplished science teachers involve students in the classroom decisions that most directly affect their learning.” *Science, Standard VI, p. 69*

Recommendations:

- Ensure all students have ongoing opportunities to provide teachers and their school with feedback, especially students who are typically more silent.
- Connect students with opportunities beyond the walls of your classroom that enrich their learning, build their independence, and strengthen their voice.
- Include students as decision makers to make school improvement and increase efficacy.
- Set expectations and supports for students to co-develop their learning goals, interpret progress, and communicate learning.