

# MOTIVATION, ENGAGEMENT, AND STUDENT VOICE: PROFESSIONAL DEVELOPMENT SERIES

## STUDENT-VOICE MODULE

UPDATED JUNE 2015

## INTRODUCTION

This professional development module was created as part of a partnership between [Students at the Center](#), a [Jobs for the Future](#) initiative, and the [Connecticut Association of Public School Superintendents](#). Six Connecticut high school teachers worked closely with researcher and lead author of “Prioritizing Motivation and Engagement” in [Anytime, Anywhere: Student-Centered Learning for Schools and Teachers](#), Dr. Eric Toshalis, and Jobs for the Future staff to engage in a learner-centered development process resulting in a PD curriculum designed to be delivered in a learner-centered manner. The completed PD series consists of four modules of 3-4 lesson hours each, totaling around two full days of PD.

The full professional development series includes:

### > **Motivation Module**

In this module, participants will explore how teacher behaviors can affect student motivation. The module includes an exploration of the malleability of student motivation, explores teacher best practices for motivating students, and compares reward/punishment or praise motivation to intrinsic motivation.

### > **Engagement Module**

In this module, participants will explore definitions and personal experiences with student engagement, review and apply research-supported strategies to increase engagement, learn to identify and evaluate engagement, and make adjustments to lesson plans and classroom practice to increase student engagement.

### > **Self-regulation Module**

In this module, participants will learn to identify and support students who struggle with self-regulation. Participants will leave these sessions with a teacher-generated document to bring back to the classroom and use with their students in support of self-regulation.

### > **Student Voice Module**

In this module, participants will assess how much student voice is cultivated in their school or district, identify ways to support and encourage student voice within the class and school, and define potential barriers to student voice.



# WHAT IS STUDENT VOICE?

## LESSON 1

By Mark Britton & James Flynn, with Tobie Baker-Wright and Eric Toshails

UPDATED JUNE 2015

## LEARNING OUTCOMES

At the end of this unit, participants will be able to:

- > Reflect on the power of “having voice”.
- > Define student voice activities along a spectrum of increasing ownership.
- > Brainstorm activities that fall across a broad spectrum of student voice.

## ESSENTIAL QUESTIONS

- > What is student voice?

## MATERIALS

- > Pencils & Paper (for participants)
- > Large Flip Chart Paper
- > Tape
- > Markers
- > [Slides](#) and Projector
- > [Student Voice, Student Quotes](#)
- > Large plastic cups
- > [Well of Inquiry Quotes/Definitions](#)
- > [Well of Inquiry Questions](#) printed and cut into strips
- > [Spectrum of Student Voice](#) handout
- > White notecards for exit tickets

## TOTAL TIME

- > 1 hour



## ENGAGE: BUILDING CONNECTION AND PURPOSE

Time	Facilitator Steps
15 minutes	<p>As participants enter, have them sit in small pre-planned groups of four or eight. Ahead of time, consider if it would be most beneficial to have staff sit in subject teams, by grade level, or in mixed groups. The topic of student voice may benefit from cross subject groups or incorporating specialist and guidance counselors into subject specific teams.</p> <p><b>Write-Pair-Share</b></p> <p>Project the following on a <a href="#">slide</a> and read aloud: <i>As a teaching professional, try to recall a time when you were given the opportunity to influence a school or district decision that shaped your teaching environment, your profession, or your students' experiences as learners. What was that experience like, and how did it affect you as a professional educator? And if you cannot recall any such instances, what effect does that have on your work and perspectives as an educator?</i></p> <p>Give participants 2-3 minutes to reflect and write about their experience. Then have them turn and share their experiences and perspectives with a partner.</p> <p>Next, ask for the group to briefly share out the experience and how it affected them as a professional. Record key points on chart paper.</p> <p>Listen for: Increased buy-in, more energy available to devote to the work, improved engagement with larger goals and procedures of the school/district, greater feeling of ownership of the work and its challenges/successes, shared accountability for decisions and outcomes, elevated investment in the success of the institution and those within it, positive regard for others including leaders, increased sense of trust, enhanced experiences of being trusted, perception that you were respected as a professional, etc.</p> <p><i>We have reflected on how having voice as professionals can positively affect our work and contribute to the success of the educators and learners within our schools.</i></p> <p><i>What if the same dynamic is possible when student voice is enhanced? What would that look like, and what effect might it have? Our work today is to begin asking and answering that question.</i></p>



Students at the Center author Eric Toshalis

discusses the connection between student voice and agency.



A common theme of this workshop

is that student voice is not the same as “giving the keys of the asylum to the inmates.” Dana Mitra, a leading expert in student voice states, “Student voice can range from the most basic level of youth sharing their opinions of problems and potential solutions; to allowing young people to collaborate with adults to address the problems in their schools; to youth taking the lead on seeking change.”<sup>1</sup>

<sup>1</sup> Mitra, D.L. 2009. “Student Voice and Student Roles in Education Policy and Policy Reform.” In D.N. Plank, G. Sykes, & B. Schneider, eds. *AERA Handbook on Education Policy Research*. London, UK: Routledge, 2009.

## DEEPENING KNOWLEDGE

Time	Facilitator Steps
20 minutes	<p><b>Well of Inquiry</b></p> <p><i>In this activity, members of your group will take turns facilitating conversations reflecting on more formal perspectives on student voice.</i></p> <p>Project the <a href="#">Well of Inquiry Quotes/Definitions</a> for the groups to read as well as a <a href="#">handout</a> per group. Ask participants to take a moment to read the quotes.</p> <p><b>Well of Inquiry Quotes</b></p> <ul style="list-style-type: none"> <li>&gt; “Student voice is giving students the ability to influence learning to include policies, programs, contexts and principles.” –Dennis Harper. 2000. <i>Students as Change Agents: The Generation Y Model</i>. Olympia, WA: Generation Y.</li> <li>&gt; “Student voice refers to “those pedagogies in which youth have the opportunity to influence decisions that will shape their lives and those of their peers either in or outside of school settings.” –Rebecca E. Wolfe, Adria Steinberg, &amp; Nancy Hoffman. 2013. <i>Anytime, Anywhere: Student-Centered Learning for Schools and Teachers</i>. Cambridge, MA: Harvard Education Press. (p. 194)</li> <li>&gt; “Student voice can range from the most basic level of youth sharing their opinions of problems and potential solutions, to allowing young people to collaborate with adults to address the problems in their schools, to youth taking the lead on seeking change.” –Dana Mitra. 2009. “Student Voice and Student Roles in Education Policy and Policy Reform.” In D.N. Plank, G. Sykes, &amp; B. Schneider, eds. <i>AERA Handbook on Education Policy Research</i>. London, UK: Routledge.</li> </ul> <p>Next, have each group member draw a question out of the “well” (the cup filled with question strips). One by one, the participants will read his/her question aloud and facilitate a short text-based discussion. Let the participants know when it is time to move to the next quote/image.</p> <p>Share: <i>Let’s use the student’s words as a starting point to look deeper at a spectrum of student voice that reflects the ways student can become partners, collaborators, and leaders in their educational experience.</i></p> <p>Well of Inquiry Questions:</p> <ul style="list-style-type: none"> <li>&gt; What could student voice look like in the school setting under these definitions?</li> <li>&gt; How could this perspective on incorporating student voice result in increased academic outcomes?</li> <li>&gt; Look at the examples of student voice you brainstormed earlier and add additional, specific examples that would meet the spirit of these definitions.</li> <li>&gt; What do you think is missing from these perspectives?</li> <li>&gt; What push-backs and challenges do you see?</li> <li>&gt; How relevant or realistic does this feel to your day-to-day practice?</li> </ul>



The following quotes were taken

from a pilot site. These students’ voices can set the stage to consider a wide spectrum of student voice in the educational environment.



If you want to share these quote to build

background knowledge, hand out the [Student Voice Quotes](#) to the group. Ask participants to take turns reading the quotes aloud in a “popcorn” fashion until each quote has been read.



In advance, cut “[Well of Inquiry Questions](#)”

into strips. Place these strips into the cup (i.e., the “well”). If the workshop is large, place the “wells” on tables ahead of time for a smooth transition.



Note that there will be additional questions

in the “well” for groups that finish early.

## PROCESS & SYNTHESIS

Time	Facilitator Steps
25 minutes	<p><b>Spectrum of Student Voice</b></p> <p>Sometimes educators panic at the concept of student voice. Phrases we have heard are “loosey goosey”, “anything goes”, or “the inmates are running the asylum.” Raise your hand if you share <i>or have heard</i> at least a portion of this concern [then scan the room and acknowledge <i>participants’ experiences</i>].</p> <p>You are not alone! However, the research shows that thoughtfully incorporating student voice into one’s culture and curriculum can increase motivation and engagement.</p> <p>Regardless of what we believe, students do have a voice in their education and they express it every day...often in a negative manner. If we can provide opportunities for our youth to properly articulate their opinions about education and harness their good ideas, then we can magnify the educational experience and keep them engaged in the process.</p> <p><i>Before we dive into this spectrum, take a moment to record at least one example of a student voice activity you have seen or have created.</i></p> <p>Provide a moment for participants to think and record.</p> <p><b>Project</b> the Spectrum of Student Voice, from the motivation and engagement toolkit. Distribute <a href="#">Spectrum of Student Voice</a> handout for reference.</p> <p><i>Over our next meetings together, we will look at what we are calling a spectrum of student voice. This spectrum is designed to illustrate the range of activities, roles, and supports that are required depending on the type of student voice activity that is undertaken.</i></p> <p><i>The more students have voice, the more structures, guidance, scaffolds and accountability we need to provide.</i></p> <p><i>The more voice, the more accountability—just like in the adult world. For now, we are going to look at the range of options and opportunities that exist along the spectrum.</i></p> <p>Explore the spectrum moving from left to right.</p>



If you don’t have an overhead projector,

you can also approximate the spectrum on a piece of flip chart paper ahead of time and make X’s on that.



If the group has more extensive experience

with student voice, use the categories as is without the simplification.

## PROCESS & SYNTHESIS CONTINUED

Time	Facilitator Steps
	<p>For this PD series, the spectrum is “chunked” into three parts, which will make placement and discussion easier:</p> <ol style="list-style-type: none"> <li>1. Expressions &amp; Consultation</li> <li>2. Participation &amp; Partnership</li> <li>3. Activism &amp; Leadership</li> </ol> <p>Ask: <i>How do the roles of the teacher and of the student transform as practice moves to the right of the spectrum?</i></p> <p>Ask for specific examples to anchor the theoretical treatment in specific practices. Pause at each type and ask participants to express their concerns or share additional examples.</p> <p>Next, ask participants to share the student voice activity examples they’ve brainstormed with their small groups. As they do so, instruct them to locate where their activity falls on the spectrum and to provide reasons why they placed it there versus elsewhere on the spectrum. It is important to note aloud that the spectrum isn’t “good to better”, but reflects different ways we can engage youth and that all of these ways have value.</p> <p><i>We are not saying everything we do or teach needs to be on the right of the spectrum! That said, research suggests that the level of engagement and motivation is predicted to rise as activities move from the left to the right on the spectrum, so there is some valued added when we push ourselves as educators to explore activities that move closer to the right hand side.</i></p> <p>After participants have located their activity on the spectrum, ask:</p> <ul style="list-style-type: none"> <li>&gt; <i>What would it look like to transform an activity to move it further to the right?</i></li> <li>&gt; <i>What reasons might we have (or generate) for making this shift?</i></li> </ul> <p>To close, have participants follow a 3, 2, 1 protocol.</p> <p><b>3,2,1 Protocol</b></p> <p>Have participant write 3,2,1 vertically on their notecard, and to put their name at the top. They should then write:</p> <p>3 Questions you have</p> <p>2 New thoughts, learnings or ideas</p> <p>1 Area you struggle with around student voice</p> <p>Collect the cards to gauge where participants are, as well as to prepare for future sessions.</p> <p>As participants leave they can hand their cards in, or leave them stacked neatly on the table.</p>



As a facilitator, it may be important to

address concerns about the word “activism.” This term is not meant in a political sense, but in the manner of “civic involvement.” For example, facilitators could clarify: *As we look at the spectrum, don’t be scared by the word “activism.” We are not talking about encouraging our students to march on Washington, but to develop agency, to cultivate the skills of an active citizen, and to participate in shaping their community. “Activism” here signals civic involvement.*



As a facilitator, it is not vital that each

share-out gets placed perfectly, but rather that you are modeling model thinking about where the activity might fall on the spectrum, and gathering a general consensus, and gauge on the participants’ current thinking about student voice.



## STUDENT VOICE, LESSON 1

# STUDENT VOICE, STUDENT QUOTES

"I like being able to choose how I am going to create a project, it makes it more meaningful for me."

"I like being able to pick due dates for projects and tests. I play sports and work, and having flexibility helps me not rush my work and do a better job."

"I like when my teachers let us pick debate topics, tell us what homework assignments will count, or even weigh more."

"I like the fact that the principals ask me about the school and what I would like to see happen here."

"I think it is cool that students trained teachers on different websites like Socrative and Twitter."

"I like that we are included in discussions on devices and apps."

"I like that students are part of the Board of Education meetings."

"I like being involved in policy meetings with the superintendent, my principal and other teachers."





## STUDENT VOICE, LESSON 1

# WELL OF INQUIRY QUOTES/DEFINITIONS

“Student voice is giving students the ability to influence learning to include policies, programs, contexts and principles.”

–Dennis Harper. 2000. *Students as Change Agents: The Generation Y Model*. Olympia, WA: Generation Y.

“Student voice refers to “those pedagogies in which youth have the opportunity to influence decisions that will shape their lives and those of their peers either in or outside of school settings.” –Rebecca E. Wolfe, Adria Steinberg, & Nancy Hoffman. 2013. *Anytime, Anywhere: Student-Centered Learning for Schools and Teachers*. Cambridge, MA: Harvard Education Press. (p. 194)

“Student voice can range from the most basic level of youth sharing their opinions of problems and potential solutions, to allowing young people to collaborate with adults to address the problems in their schools, to youth taking the lead on seeking change.” –Dana Mitra. 2009. “Student Voice and Student Roles in Education Policy and Policy Reform.” In D.N. Plank, G. Sykes, & B. Schneider, eds. *AERA Handbook on Education Policy Research*. London, UK: Routledge.





STUDENT VOICE, LESSON 1

## WELL OF INQUIRY QUESTIONS

What could student voice look like in the school setting under these definitions?

How could this perspective on incorporating student voice result in increased academic outcomes?

Look at the examples of student voice you brainstormed earlier and add additional, specific examples that would meet the spirit of these definitions.

What do you think is missing from these perspectives?

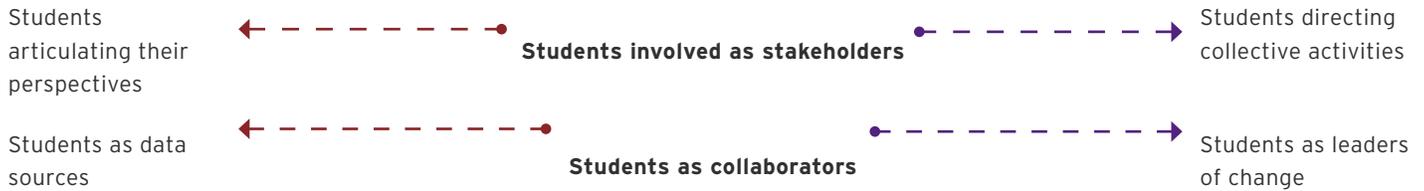
What push-backs and challenges do you see?

How relevant or realistic does this feel to your day-to-day practice?





# SPECTRUM OF STUDENT VOICE



Expression	Consultation	Participation	Partnership	Activism	Leadership
Volunteering opinions, creating art, celebrating, complaining, praising, objecting	Being asked for their opinion, providing feedback, serving on a focus group, completing a survey	Attending meetings or events in which decisions are made, frequent inclusion when issues are framed and actions planned	Formalized role in decision making, standard operations require (not just invite) student involvement, adults are trained in how to work collaboratively with youth partners	Identifying problems, generating solutions, organizing responses, agitating and/or educating for change both in and outside of school contexts	(Co-)Planning, making decisions and accepting significant responsibility for outcomes, (co-)guiding group processes, (co-)conducting activities

Most student voice activity in schools/classrooms resides at this end of the spectrum.

The need for adults to share authority, demonstrate trust, protect against co-optation, learn from students, and handle disagreement **increases** from left to right.

Students' influence, responsibility, and decision-making roles **increase** from left to right.

SOURCE: Toshalis, Eric & Michael Nakkula. 2012. *Motivation, Engagement, and Student Voice: The Students at the Center Series*. Boston, MA: Jobs for the Future. <http://www.studentsatthecenter.org/topics/motivation-engagement-and-student-voice>.



# WHAT KINDS OF STUDENT VOICE DO STUDENTS HAVE?

## LESSON 2

By Mark Britton & James Flynn, with Tobie Baker-Wright and Eric Toshalis

UPDATED JUNE 2015

## LEARNING OUTCOMES

Participants will:

- > Deepen their understanding of the spectrum of student voice.
- > Connect student voice to student motivation.
- > Select their personal focus for the inclusion of student voice in the teaching and learning process.

## ESSENTIAL QUESTIONS

- > What does student voice look like in action?
- > Why is “voice” so motivating for youth?
- > On which parts of the student voice spectrum do I tend to focus?

## MATERIALS & RESOURCES

- > Overhead projector with computer access
- > [Anticipation Guide](#)
- > [Student Voice spectrum](#) handout
- > Selected article (see resources on the next page)
- > [4 A's protocol](#) handout
- > [Exit slip questions](#) written on chart paper
- > Note cards for exit slips
- > Video Clips:
  - » Students discuss how having a voice affects them (view to 2:00): <http://www.youtube.com/watch?v=Vi70-s7uh8k&safe=active>
  - » Student discusses of the power of creating a documentary about his own life: <https://www.youtube.com/watch?v=ILGySUAjWCA&list=PL3C7BB67A5A6CF649>



- » Teacher discusses using inquiry based teaching to encourage student voice (view to 1:31): <https://www.teachingchannel.org/videos/involving-students-with-inquiry-based-teaching>
- » Young People create an app to solve a problem in their community (view to 1:30): <https://www.youtube.com/watch?v=6aH-giOF0mg>
- » Californians for Justice: A student group advocates for student voice to be considered in the local funding discussions in their state: [https://www.youtube.com/watch?v=Hk44\\_CkEOIA](https://www.youtube.com/watch?v=Hk44_CkEOIA)
- > Link to article: <https://bcps.org/offices/oea/pdf/student-voice.pdf>
- > The following are additional or alternative articles on student voice. Feel free to substitute a longer article or one more targeted towards the audience, depending on the needs of the group, and the length of the session. Please be aware that some of these alternative articles may require purchase.
  - » Mitra, D.L. 2003. "Student voice in school reform: Reframing student-teacher relationships." *McGill Journal of Education*. Vol. 38, No. 2, 289-304.
  - » Mitra, D.L. 2004. "The significance of students: Can increasing 'student voice' in schools lead to gains in youth development?" *Teachers College Record*. Vol. 106, No. 4, 651-688.
  - » Mitra, D.L. 2005. "Adults advising youth: Leading while getting out of the way." *Educational Administration Quarterly*. Vol. 41, No. 3, 520-553.
  - » Mitra, D.L. 2006. "Increasing student voice and moving toward youth leadership." *The Prevention Researcher*. Vol. 13, No. 1, 7-10.
  - » Mitra, D.L. 2007. "Student voice in school reform: From listening to leadership." In D. Thiessen & A. Cook-Sather, eds. *International handbook of student experience of elementary and secondary school*. Dordrecht, The Netherlands: Springer.
  - » Mitra, D.L. 2008. *Student voice in school reform: Building youth-adult partnerships that strengthen schools and empower youth*. Albany, NY: SUNY Press.
  - » Mitra, D. L. 2009. "Strengthening student voice initiatives in high schools: An examination of the supports needed for school-based youth-adult partnerships." *Youth & Society*. Vol. 40, No. 3, 311-335.

## TOTAL TIME

- > 1 hour 10 minutes



## ENGAGE: BUILDING CONNECTION AND PURPOSE

Time	Facilitator Steps
15 minutes	<p>See Lesson 1 for details on organizing participant groups.</p> <p>Based on the energy of the first group, facilitators may want to continue with the same groupings, or mix groups for this workshop.</p> <p><b>Anticipation Guide</b></p> <p>Working in groups of four, discuss the statements and decide <i>as a group</i> whether you agree or disagree with each statement. Work to achieve consensus (i.e., feel free to debate each other or try to convince others of your perspective) but if that proves too difficult to achieve, then note where and why differences in perspective remain. What's at the core of the disagreement? (There are often insightful motivations and assumptions to be explored there!). Please approach this debate with the spirit of mutual respect. If disagreements occur, remember to "push back against ideas and not people."</p> <p>Pass out the <a href="#">anticipation guide</a>.</p> <p>Statements on the Anticipation Guide:</p> <ul style="list-style-type: none"> <li>&gt; Every classroom should be enriched with student voice activities.</li> <li>&gt; When student behavior makes incorporating student voice difficult, it is a sign that students may not be ready for the responsibility of student voice.</li> <li>&gt; It is more difficult to incorporate student voice into math and science than in language arts and history.</li> <li>&gt; As teachers, we should make student voice the priority in our planning and teaching.</li> <li>&gt; All students are mature enough to contribute to discussions and decisions that shape the learning environment at their school.</li> <li>&gt; All content areas would benefit from the integration of student voice activities.</li> </ul> <p>Give participants a limited time to complete the anticipation guide to keep the pace interactive (e.g., 2-3 minutes per prompt is likely a good ballpark timeframe). Consider using a PowerPoint timed countdown to help keep folks on task and moving. Remind participants of the time limit to keep discussion moving. End even if every group has not completed the guide, and do not provide any hints or "right" answers.</p> <p>After groups have had about ten minutes for discussion, lead to a transition:</p> <p><i>Now that we have taken a moment to discuss our perspectives on student voice, we are going to hear from students.</i></p>



Students at the Center author Eric Toshalis on

when *not* to teach with student voice oriented activities.



This activity can lead to rich and sometimes

heated discussion. Remind participants to respect each other's experience and perspectives. If there is disagreement.



As facilitator, pay attention

to time. Remember the purpose of the anticipation guide is not to exhaustively entertain all perspectives surrounding each prompt, but to support energetic discussion and to surface important issues. Transitioning to the next activity while groups are still hungry to discuss issues is a good thing. The activity should end when there is still discussion happening, which will bring energy into the rest of the workshop.

## DEEPENING KNOWLEDGE

Time	Facilitator Steps
25 minutes	<p><b>Human Spectrum of Student Voice</b></p> <p>Before the workshop begins, create a life-size “spectrum.” Write each heading from the <a href="#">Spectrum of Student Voice</a> on a sheet of paper. Post these at about six to seven feet high—clearly visible—and space them equally across the room.</p> <p>Watch a selected video clip that reflects an experience that is inclusive of student voice.</p> <p>After each clip, ask participants to determine where on the spectrum the clip falls and to physically place themselves on the spectrum.</p> <p>After participants have physically placed themselves along the spectrum, ask a volunteer to explain why he/she put the clip in a specific category, and to share the evidence and thinking that supports this placement. Try to hear opinions from several categories, while keeping the activity moving.</p> <p><b>Video Clips:</b></p> <ul style="list-style-type: none"> <li>&gt; Students discuss how having a voice affects them (view to 2:00): <a href="http://www.youtube.com/watch?v=Vi70-s7uh8k&amp;safe=active">http://www.youtube.com/watch?v=Vi70-s7uh8k&amp;safe=active</a></li> <li>&gt; Student discusses of the power of creating a documentary about his own life: <a href="https://www.youtube.com/watch?v=IGySUAjWCA&amp;list=PL3C7BB67A5A6CF649">https://www.youtube.com/watch?v=IGySUAjWCA&amp;list=PL3C7BB67A5A6CF649</a></li> <li>&gt; Teacher discusses using inquiry based teaching to encourage student voice (view to 1:31): <a href="https://www.teachingchannel.org/videos/involving-students-with-inquiry-based-teaching">https://www.teachingchannel.org/videos/involving-students-with-inquiry-based-teaching</a></li> <li>&gt; Young People create an app to solve a problem in their community (view to 1:30): <a href="https://www.youtube.com/watch?v=6aH-giOF0mg">https://www.youtube.com/watch?v=6aH-giOF0mg</a></li> <li>&gt; Californians for Justice: A student group advocates for student voice to be considered in the local funding discussions in their state. <a href="https://www.youtube.com/watch?v=Hk44_CkEOIA">https://www.youtube.com/watch?v=Hk44_CkEOIA</a></li> </ul> <p>After viewing and placing these videos on the spectrum, invite whole-group discussion with the following questions:</p> <ul style="list-style-type: none"> <li>&gt; <i>What experiences and changes did students report as a result of their participation in these student voice activities?</i> [List responses on the board/screen/poster]</li> <li>&gt; <i>What school and community outcomes would you expect to be positively influenced by these experiences?</i> [Draw arrows from the above listing to this new list]</li> <li>&gt; <i>Why do you think these experiences would create these outcomes?</i></li> </ul>



Depending on the length of the workshop,

there may not be time to show each clip, so choose in advance those clips that best meet the needs of the group and timing constraints.



Note: The Teaching Channel has new

videos each week ([www.teachingchannel.org](http://www.teachingchannel.org)). Feel free to substitute in a clip that best meets the audience. The site has exemplars K-12 and across subjects.



This clip should be included as an example

of the “Leadership and Activism” area of the spectrum.

## PROCESS & SYNTHESIS

Time	Facilitator Steps
30 minutes	<p>Pass out the selected article.</p> <p><b>Four A's Protocol</b></p> <p>Read: <i>Increasing Student Voice and Moving Toward Youth Leadership</i>. <a href="https://eboardsecure.dcsdk12.org/attachments/080aee20-ba2b-4149-b28f-7d402eb4de1c.pdf">https://eboardsecure.dcsdk12.org/attachments/080aee20-ba2b-4149-b28f-7d402eb4de1c.pdf</a></p> <p>Have participants use the <a href="#">4 A's Protocol</a> to during the reading to support reflection and to facilitate discussion.</p> <p>During the discussion, have groups talk through each of the A's.</p> <p><b>Closure</b></p> <p>To close this activity, ask groups to distill their conversation into a single insight they want to share with the larger group. If time permits, share those out verbally; otherwise, have groups write their insight on the screen/board/poster where all can see.</p> <p><b>(Optional) Between Workshop Assignment: Student Voice in a Box</b></p> <p>The Student Voice in a Box team has coalesced materials to increase student voice in the classroom, organized into six "weeks." Before the next workshop, please take time to explore a week and to bring some new ideas to the group.</p> <p>There is an abundance content in each week, so ask teachers to focus on components that interest them most, but highlight that everyone should look at the projects and long forms as the "practices" that they might find interesting that require little time commitment to explore. Acknowledge that they might not have time to explore every component for the week.</p> <p><a href="https://medium.com/student-voice">https://medium.com/student-voice</a></p> <p>Send an email reminder with the website and the groups.</p>



For schools and groups that are "underway"

on their journey of implementing student voice, that have an extended day to include reading, or that have a PLC where a longer article could be thoughtfully pre-read [Student voice in school reform: Reframing student-teacher relationships](#) (Mitra) is well-worth the time and effort.

The authoring teachers piloted that article and though long, the participants enjoyed it.



Another article that would lend itself

well to a jigsaw: [The significance of students: Can increasing 'student voice' in schools lead to gains in youth development?](#)



Assign this optional work two weeks ahead

of time.

## OPTIONAL ACTIVITY

Time	Facilitator Steps
	<p>The purpose of this module is to identify how we can encourage teachers to use voice-centered activities in their school. Teachers may think they are addressing “voice” but still neglect to provide structured opportunities for students to express opinions and make changes, to learn to play a leadership role in identifying and improving circumstances in their community, to grow in their confidence as stakeholders and change agents in their community, and to feel ownership in the school and neighborhood/city/town/region. To fully appreciate this need, it is important to view the potential of student voice from the student’s point of view. For deeper context on what motivates adolescents, see the module of Motivation. For a quick overview, the teacher-authors recommend the short video: “Ned’s Great 8 - How Youth Learn” video (<a href="http://www.youtube.com/watch?v=p_BskcXTqpM">http://www.youtube.com/watch?v=p_BskcXTqpM</a>)</p> <p>This video lists eight main points on what motivates an adolescent, from a student’s perspective:</p> <ol style="list-style-type: none"><li>(1) I feel okay (safe)</li><li>(2) It matters</li><li>(3) It’s active</li><li>(4) It stretches me</li><li>(5) I have a coach</li><li>(6) I use the material</li><li>(7) I think back on the material</li><li>(8) I plan my next steps</li></ol> <p>This video does a good job of reminding us of adolescent psychology and begins shifting our viewpoint from that of an educator to the viewpoint of a student.</p> <p>You may want to share it with your participants, if the motivation unit was not used prior to this one.</p>



## STUDENT VOICE, LESSON 2

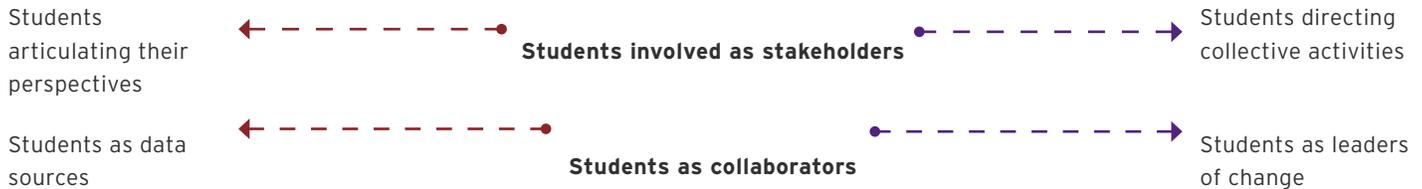
# ANTICIPATION GUIDE

Working in teams, discuss each statement until your group reaches **consensus** in agreement or disagreement with each statement.

AGREE/DISAGREE	
	Every classroom should be enriched with student voice activities.
	When student behavior makes incorporating student voice difficult, student voice activities should be abandoned.
	It is more difficult to incorporate student voice into math and science than in language arts and history.
	As teachers, we should make student voice a priority in our planning and teaching.
	All students are mature enough to contribute to discussions and decisions that shape the learning environment at their school.
	All content areas would benefit from the integration of student voice activities.



# SPECTRUM OF STUDENT VOICE



Expression	Consultation	Participation	Partnership	Activism	Leadership
Volunteering opinions, creating art, celebrating, complaining, praising, objecting	Being asked for their opinion, providing feedback, serving on a focus group, completing a survey	Attending meetings or events in which decisions are made, frequent inclusion when issues are framed and actions planned	Formalized role in decision making, standard operations require (not just invite) student involvement, adults are trained in how to work collaboratively with youth partners	Identifying problems, generating solutions, organizing responses, agitating and/or educating for change both in and outside of school contexts	(Co-)Planning, making decisions and accepting significant responsibility for outcomes, (co-)guiding group processes, (co-)conducting activities

Most student voice activity in schools/classrooms resides at this end of the spectrum.

The need for adults to share authority, demonstrate trust, protect against co-optation, learn from students, and handle disagreement **increases** from left to right.

Students' influence, responsibility, and decision-making roles **increase** from left to right.

SOURCE: Toshalis, Eric & Michael Nakkula. 2012. *Motivation, Engagement, and Student Voice: The Students at the Center Series*. Boston, MA: Jobs for the Future. <http://www.studentsatthecenter.org/topics/motivation-engagement-and-student-voice>.





## 4 A'S PROTOCOL

[Read for more information on the protocol.](#)

<p>What are the <b>absolute salient</b> points of the article?</p>	<p>What do you <b>agree</b> with in the text?</p>
<p>Are there any sticking points to <b>argue</b>?</p>	<p>What would be <b>actions</b> that you would recommend in the educational setting as a result of this reading?</p>



## STUDENT VOICE, LESSON 2

# EXIT SLIP: HOW MUCH VOICE DO OUR STUDENTS HAVE?

1. One example of how you currently implement student voice in your classroom. Please provide an example and where you feel it is located on the student voice spectrum.
2. One idea of how you can further student voice in your classroom (or department). Please provide a specific idea and where you feel it is located on the student voice spectrum.
3. What can the school/district do to help teachers increase the quantity and/or quality of student voice within the classroom (or school)? For example, what supports do teachers need: professional development, curriculum change/pacing, etc.

## STUDENT VOICE PROFESSIONAL DEVELOPMENT CRITIQUE

1. What aspects of this professional development were beneficial/worthwhile?
2. What parts of this PD need to be modified?
3. What parts of this PD need to be eliminated?
4. Was this PD worthwhile? Does it nest/support the overall goals of the district, school and department?
5. Other productive comments



# SUPPORTS AND BARRIERS

## LESSON 3

By Tobie Baker Wright with Eric Toshalis

UPDATED JUNE 2015

## LEARNING OUTCOMES

Participants will:

- > Identify various supports to encourage and support student voice at the classroom and the school level.
- > Identify potential obstacles to student voice, and think through supports for these barriers.

## ESSENTIAL QUESTIONS

- > What structures and systems support student voice?
- > What common barriers exist?

## MATERIALS & RESOURCES

- > Large flip chart paper and markers (or chalk/white board)
- > [Graphic organizer](#) handout
- > [“How Can Students Have More Say in School Decisions?”](#) article handout
- > [Slide](#) and projector

## TOTAL TIME

- > 1 hour 15 minutes



## ENGAGE: BUILDING CONNECTION AND PURPOSE

Time	Facilitator Steps
25 minutes	<p>Ask participants to sit in groups of six.</p> <p>In a previous workshop we looked at several “definitions” of students voice from experts in the field. Today we are going to dig into our own experiences to outline the kinds of activities that support student voice.</p> <p><b>Visual Summary: Practices that Support Student Voice</b></p> <p>Ask participants to respond individually to the prompt.</p> <p>&gt; Generate a list of ideas that tend to <i>encourage and support</i> student voice.</p> <p>Note to participants that their lists can include personal, interpersonal, departmental, curricular, institutional, political and/or pedagogical elements.</p> <p>After the opportunity to reflect individually, participants will now work in small groups to combine like ideas to “bring forth” big ideas. Have them create a group visual summary of on a single piece of chart paper.</p> <p>Ask each group to share their visual summary.</p> <p>Post their visual representations around the room and keep for later reference.</p>



Students at the Center author Eric Toshalis on when *not* to teach with student voice oriented activities.



If participants completed the optional prework, ask participants to form mixed groups by student voice in a box weeks.



Before the this session, pilot teachers recommend completing “[Checking in Before They Check Out](#),” from the Students at the Center [Motivation, Engagement, and Student Voice Toolkit](#). This will support participants to look at the educational experience through a student’s perspective, focusing on contexts that pertain to motivation, engagement, and student voice.

## DEEPENING KNOWLEDGE

Time	Facilitator Steps
45 minutes	<p>Distribute the article "<a href="#">How can students have more say in school decisions?</a>" to each participant and allow 8-10 minutes for everyone to read it individually and quietly.</p> <p><b>Write &amp; Share</b></p> <p>Have individuals record their answers to the following question in the <a href="#">graphic organizer</a>.</p> <p>&gt; Based on this article, what barriers exist in our school to prevent student voice from becoming powerful and productive?</p> <p>Inform them that they will be sharing their ideas with their table-group after some individual reflection.</p> <p>Give individuals 3-5 minutes to record their answers individually. Then ask them to turn to their table groups and discuss the barriers they've identified, the goal being to come up with a list of 2-3 barriers the group wants to write on the board/poster/screen for others to consider in the larger group.</p> <p>After the barriers are listed for all to see on the board/poster/screen, have each table group select a single barrier and describe what would need to happen for that barrier to be overcome (each group selects a different barrier).</p> <p>Allow 5-8 minutes for this and ask each group to go to the board/poster/screen to record what they recommend should be done. This information may then be used to chart a path forward, to inform subsequent decision-making, and to gather colleagues around a central purpose.</p> <p>After groups present, ask them to try to categorize barriers as various types of: <i>beliefs, policies, lack of resources, institutional readiness, or staffing.</i></p>

## PROCESS & SYNTHESIS

Time	Facilitator Steps
5 minutes	<p data-bbox="276 222 375 254"><b>Exit Slip</b></p> <p data-bbox="276 275 1149 369"><u>Project</u> the following prompts or have them written ahead of time on chart paper. Depending on time, ask participants to select one for a written response or to respond to each.</p> <p data-bbox="276 390 347 422">Share:</p> <ul data-bbox="276 443 1154 598" style="list-style-type: none"><li data-bbox="276 443 927 474">&gt; One idea you gained today about supporting student voice</li><li data-bbox="276 495 1024 527">&gt; One idea of how to address a barrier to implementing student voice</li><li data-bbox="276 548 1154 598">&gt; What is your current “reaction” to the concept of incorporating student voice in your teaching?</li></ul>



# GRAPHIC ORGANIZER

**BASED ON THIS ARTICLE, WHAT BARRIERS EXIST IN OUR SCHOOL TO PREVENT STUDENT VOICE FROM BECOMING POWERFUL AND PRODUCTIVE?**

**GROUP BIG IDEAS (2-3)**

# DEEPENING OUR UNDERSTANDING OF STUDENT VOICE (OPTIONAL)

## LESSON 4

By Tobie Baker Wright with Eric Toshalis

UPDATED JUNE 2015

## LEARNING OUTCOMES

Participants will:

- > Identify various supports to encourage and support student voice at the classroom and the school level.
- > Analyze several student voice projects carried out at other sites and look for insights into how such projects might be implemented at one's own school.

## ESSENTIAL QUESTIONS

- > What structures and systems are needed to support forms of instruction that are rich with student voice components?

## MATERIALS & RESOURCES

- > Printed Project Examples (one per group)
- > [Graphic Organizer](#) handout
- > [Student Voice spectrum](#) handout
- > Chart paper and markers
- > Post-It Notes
- > Overhead projector with access to internet
- > What Kids Can Do: <http://www.whatkidscando.org>
- > Center for Student Work: <http://centerforstudentwork.elschools.org>
- > **High Tech High Projects:** <http://www.hightechhigh.org/projects/>
- > **Possible Projects Exemplars: Chemistry and Conflict.** Science/Social Studies (10th grade). Students connect chemistry to a modern conflict: <http://elschools.org/student-work/chemistry-and-conflict>
- > **Ampersand.** Language Arts/CTE (12th grade). Student Journal reflecting experiences with local work internships: <http://elschools.org/student-work/ampersand>
- > **GreenPrint Report: Powering the 21st Century.** Science/Language Arts (9th grade). Students conduct energy audit and make recommendations to local government: <http://elschools.org/student-work/greenprint>



- > **20 Years Project.** Math/Social Studies/Language Arts/ Career Exploration (8th Grade). Students use multiple subjects to describe their future selves: <http://elschools.org/student-work/20-years-project-portfolio>
- > **The Wolf That Would Forgive.** ELA/Art (8Th grade). Students create illustrated fables based on personal experiences: <http://elschools.org/student-work/wolf-would-forgive>
- > **You Grotto go to Hemlock Gorge.** Science/Visual Arts/ ELA (6th grade). Graphic novel created by students, based on inquiry questions of student interest: <http://elschools.org/student-work/you-grotto-go-hemlock-gorge>
- > **Advice from Seniors about College (From What Kids Can Do).** Seniors create video and outreach for freshman: [http://www.whatkidscando.org/pdf/Guide\\_for\\_Senior\\_Presentations\\_to\\_Freshmen.pdf](http://www.whatkidscando.org/pdf/Guide_for_Senior_Presentations_to_Freshmen.pdf)
- > Student Created Student Voice Rubric: <http://nebula.wsimg.com/a8bfbb41d72ec1b4838f6d885f59c73b?AccessKeyId=477CBFF51112C7C068EE&disposition=0&alloworigin=1>
- > Student Voice (#stuvoice) host student produced videos: Their YouTube channel has regularly updated videos and resources, <https://www.youtube.com/watch?v=RjRMX2QHbjo>, or look at their website at <http://www.stuvoice.org>

## TOTAL TIME

- > 1 hour



## BEFORE YOU BEGIN

### Facilitator Steps

In this lesson, participants will be asked to evaluate and analyze high-quality student-voice projects. Before the session begins, choose exemplar projects to work with and post them around the room.

Exemplar projects are available at [Expeditionary Learning's Center for Student Work](#) or High Tech High's Project site. These sites have many projects searchable across subjects and grade level (K-12). Feel free to visit the sites to download exemplars appropriate to your audience. Not all of these projects reflect student voice, so read the project descriptions. The site <http://www.whatkidscando.org> also has examples of student voice, but the projects are not designed to "print and share," nor aligned to academic standards.

These exemplars can be arranged on tables or attached to chart paper and hung around the room. Hanging would be the preferred display, as it will best facilitate the Hosted Gallery Walk. Divide the group size by the number of projects and list this number on a post-it next to the project.



Prepare the projects ahead of time. This will take extra time to select print, and display.

## ENGAGE: BUILDING CONNECTION AND PURPOSE

Time	Facilitator Steps
5 minutes	<p>Let participants know they are going to work with one of the posted projects in depth, analyzing it for student voice and scaffolding to support student voice.</p> <p>Ask them to quietly look at the gallery of projects posted, and mark the project they would like to work on with their sticky.</p> <p>Remind them that the projects will need to have balanced groups. The number next to the project represents the group size. If their selected project is "full" they will need to choose another project.</p>

## DEEPENING KNOWLEDGE

Time	Facilitator Steps
25 minutes	<p><b>Project Analysis Using Graphic Organizer</b></p> <p>Divide participants into project groups, using participant’s selection from the opening activity. Participants will collaborate to analyze their project, using the attached <a href="#">graphic organizer</a>.</p> <p><i>Say: We will look at different academic projects to see concrete examples of student voice in action, but our focus is to examine the scaffolds, resources, and supports that would be needed as well as the barriers that may need to be removed to implement this level of work.</i></p> <p><i>Often, as student voice activities move to the right of the spectrum the more scaffolding and accountability checkpoints students need (and the more help teachers may require to learn how to gradually release responsibility to support student leaders). Know that these are not examples of what you “should” be doing, but present a way to look deeper at instructional and school-wide supports for student voice.</i></p> <p>The purposes of this activity are to:</p> <ul style="list-style-type: none"> <li>&gt; highlight the classroom scaffolds, structures and accountability needed to support successful student voice (while keeping in mind the barriers identified above);</li> <li>&gt; emphasize that student voice isn’t an either/or proposition (either student voice or academic rigor) but rather a “both/and”—both student voice and academic rigor is possible;</li> <li>&gt; examine a concrete exemplar to think through what school-wide structures and supports would be needed to implement an in-depth curriculum rich in student voice.</li> </ul> <p>The <a href="#">graphic organizer</a> asks the following questions:</p> <ul style="list-style-type: none"> <li>&gt; <b>STUDENT VOICE:</b> Where on the <a href="#">spectrum</a> does this project fall? How are student voice, choice and/or agency reflected in this work?</li> <li>&gt; <b>ACADEMIC RIGOR/SCAFFOLDING:</b> What skills and knowledge did students need to complete this project? What content standards were met? How did the instructors scaffold the project to ensure high engagement, academic rigor, and eventual success?</li> <li>&gt; <b>SCHOOLWIDE SUPPORT:</b> What school-wide structures would help to support this work (PD, scheduling, etc.)? What paradigm shifts might be needed in your school? What constraints or limits would have to be removed for a project like this to be successful at your site?</li> </ul>



Participants will need to be divided into equal

groups.



Share the outcomes with the participants

so the activity feels focused and purposeful.



You may wish to post the student voice

spectrum around the room for reference.

## PROCESS & SYNTHESIS

Time	Facilitator Steps
25 minutes	<p><b>Hosted Gallery Walk</b></p> <p>After groups have had time to reflect on their projects. Ask them to number off within their groups.</p> <p>Form new groups based using these numbers. <b>New groups should have one representative from each project—similar to a “jigsaw.”</b> These representatives will be the “host.”</p> <p>Each group should start at a different project. They will rotate through every project, with the “host” briefly describing his/her project, and highlighting key points of scaffolding, supports and resources the project had to be successful. Give 3-5 minutes per project, depending on the overall time of the workshop.</p> <p>After groups have participated in the guided Gallery Walk, ask participants to return to their seats.</p> <p>Whole Group Debrief:</p> <p>&gt; How did the student voice in these projects contribute to academic engagement?</p>
5 minutes	<p><b>Prepare for the Final Workshop</b></p> <p><i>In our final session together, you will bring a project, classroom protocol, or assignment to revise with the concept of student voice in mind. You do not have to bring a major project to revamp—sometimes “reworking the routine” can offer a great challenge—and have powerful results.</i></p> <p><i>Please remember you are NOT bringing you best work to show and tell, but a current problem of practice, a work-in-progress, or a project that you would like time to work on or consultations for ideas and feedback.</i></p> <p><b>Exit Ticket</b></p> <p>Have participants brainstorm possible lessons, projects or activities to bring for the final workshop. Do not collect, as participants will keep these as they decide on their final selection.</p>

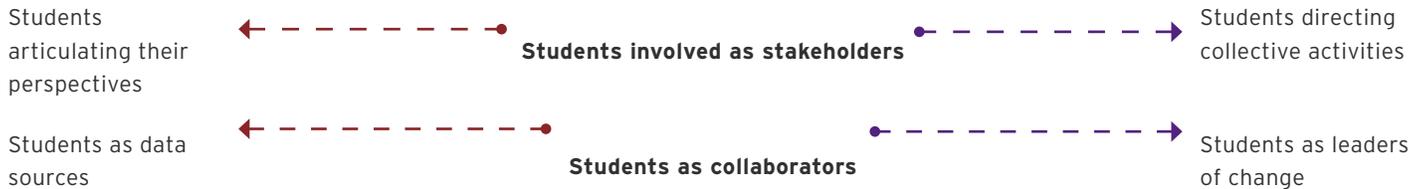


# GRAPHIC ORGANIZER

		EVIDENCE
STUDENT VOICE	Where on the spectrum does this project fall?	
	How are student voice, choice and/or agency reflected in this work?	
ACADEMIC RIGOR / SCAFFOLDING	What skills and knowledge did students need to complete this project?	
	What content standards were met?	
	How did the instructors scaffold the project to ensure high engagement, academic rigor, and eventual success?	
SCHOOLWIDE SUPPORT	What school-wide structures would help to support this work (PD, scheduling, etc.)?	
	What paradigm shifts might be needed in your school?	
	What constraints or limits would have to be removed for a project like this to be successful at your site?	



# SPECTRUM OF STUDENT VOICE



Expression	Consultation	Participation	Partnership	Activism	Leadership
Volunteering opinions, creating art, celebrating, complaining, praising, objecting	Being asked for their opinion, providing feedback, serving on a focus group, completing a survey	Attending meetings or events in which decisions are made, frequent inclusion when issues are framed and actions planned	Formalized role in decision making, standard operations require (not just invite) student involvement, adults are trained in how to work collaboratively with youth partners	Identifying problems, generating solutions, organizing responses, agitating and/or educating for change both in and outside of school contexts	(Co-)Planning, making decisions and accepting significant responsibility for outcomes, (co-)guiding group processes, (co-)conducting activities

Most student voice activity in schools/classrooms resides at this end of the spectrum.

The need for adults to share authority, demonstrate trust, protect against co-optation, learn from students, and handle disagreement **increases** from left to right.

Students' influence, responsibility, and decision-making roles **increase** from left to right.

SOURCE: Toshalis, Eric & Michael Nakkula. 2012. *Motivation, Engagement, and Student Voice: The Students at the Center Series*. Boston, MA: Jobs for the Future. <http://www.studentsatthecenter.org/topics/motivation-engagement-and-student-voice>.



# HOW TO DEVELOP AND ENCOURAGE STUDENT VOICE WITHIN THE SCHOOL

## LESSON 5

UPDATED JUNE 2015

By James Flynn, Mark Britton with Tobie Baker Wright with Eric Toshalis

## LEARNING OUTCOMES

Participants will:

- > Identify various ways and supports to encourage and support student voice within the class and school.
- > Enrich a current lesson with elements that support student voice.

## ESSENTIAL QUESTIONS

- > How can I increase student voice in an assignment or project?
- > What structures support student voice at a school-wide level?
- > What strategies can we use in the classroom to cultivate student voice?

## MATERIALS & RESOURCES

- > Computer, projector, and speakers
- > White notecards for exit ticket
- > Chart paper and markers (one set per group)
- > Exemplar projects (posted around the room)
- > [Consultancy Protocol](#) Handout
- > [Student Voice Spectrum](#) handout
- > TED video: <http://www.youtube.com/watch?v=ay-y3tSYGYw>

## TOTAL TIME

- > 1 hour 5 minutes-1 hour 25 minutes



## ENGAGE: BUILDING CONNECTION AND PURPOSE

Time	Facilitator Steps
15-20 minutes	<p>Remind participants to bring their chosen lesson, project or activity to this final workshop.</p> <p>Before the session begins, post the same projects from the last session. When participants arrive, ask them to sit by the same projects they analyzed in the last workshop.</p> <p><b>Larger Lessons from Specific Projects</b></p> <p><i>We are going to begin today by thinking back to the projects we analyzed in the last workshop. These projects are national exemplars, so do not think every project needs to be a Cadillac when a Toyota can often get students to the same place (and use less gas). Let's put our focus on our <b>general take-away ideas that we could adapt or apply to other contexts</b>—including our own practice. We also want to discuss constraints so when we think about building experiences with student voice, we can identify the support and scaffolds needed to make these activities successful.</i></p> <p>Each group should divide chart paper into four quadrants. For each quadrant, ask the groups to share <i>general</i> insights from their work with the projects in the following categories:</p> <ul style="list-style-type: none"><li>&gt; Required Classroom Scaffolds/Supports</li><li>&gt; Identified Constraints</li><li>&gt; Student Accountability</li><li>&gt; Supporting School-Wide Structures</li></ul> <p>Note to participants that their lists can include personal, interpersonal, departmental, curricular, institutional, political and/or pedagogical elements.</p> <p>Ask participants to share in their small groups: <i>As we look at the work of incorporating student voice in our work, what ideas are most encouraging? What components make you the most reluctant?</i></p>



If participants get too focused on specifics, help

reframe and rephrase to a more generalized statement, such as "It sounds as if you are focusing on the school's adjustment of the master schedule to create shared plan time."



For the **Student Accountability** quadrant,

tease out how students were held accountable and by whom. In many of the projects either an authentic audience or even peers helped to evaluate work and suggest improvements.

## DEEPENING KNOWLEDGE

Time	Facilitator Steps
30-45 minutes	<p><b>Consultancy Protocol</b></p> <p><i>As you share your current problem of practice, we want to emphasize the importance of respecting where people are in the process. Some people may be fully committed to student voice, while others may still be in the “I will try it out and see if it works” stage. Some people have bought in a smaller project, assignment or routine to enrich, others might have deep background knowledge of project-based learning. As you listen to other participants, please bring a consultant’s mindset. Listen to what they are working on or need, and provide them the specific feedback they request. Your job is to consult, not to convince someone to turn a timed test into a semester-long project. On the other side, if someone has an ambitious project, your role as a consultant is not to discourage, but to help find the scaffolds, accountability, and supports to guide that project. Feel free to ask tough questions to help your colleague plan for challenges and obstacles.</i></p> <p><b>The Protocol</b></p> <p>Introduce the assignment or project (2 min)</p> <ul style="list-style-type: none"> <li>&gt; Why did you select this project?</li> <li>&gt; What have been some of the challenges in envisioning it as a more student voice oriented activity?</li> </ul> <p>What ideas do you have to increase student voice? Is there a particular area of the <a href="#">Student Voice Spectrum</a> you think is best suited to this project? Why? (2 min)</p> <p>Share your questions with the group. These could range from, “<i>what do you think of my idea?</i>” To, “<i>I am completely lost and want your input.</i>” Whatever you are struggling with is fine, as is your personal level of introducing voice and choice into your classroom. (2 min)</p> <p>At this time, the consultants (i.e., other group members) respond only to presenter’s requests for feedback. It is not a time to share their thoughts and ideas—that comes next. (4 min)</p> <p>Open discussion. The group can ask questions, offer suggestions, or offer helpful insights. (5 min)</p>



Divide the time allotted by nine to determine

how large each consultancy group should be. (e.g., 45 minutes / 9 = 5 people per group. If you know you’ll only have 30 minutes, then 30 / 9 = 3 people per group).



If you have norms for professional work time,

this is an ideal time to reiterate them. Revisiting norms (e.g., “first seek to understand and then be understood”, “assume best insertions”, and “share airtime) can remind participants of their agreements around positive communication.

## PROCESS & SYNTHESIS

Time	Facilitator Steps
20 minutes	<p><b>Quiet Work Time</b></p> <p>Participants should take ten minutes to revise their problem of practice. This may include ideas from their consultancy protocol, from the list of ideas, or the group conversation.</p> <p><b>Final Exit Ticket (collect before video)</b></p> <p>What was one change you made to your lesson or unit or classroom to increase student voice? What is the next change you are planning to make? What supports do you need from school leadership or colleagues to make this happen?</p> <p><b>CONCLUDING ACTIVITY: TED video (optional)</b></p> <p><a href="http://www.youtube.com/watch?v=ay-y3tSYGYw">http://www.youtube.com/watch?v=ay-y3tSYGYw</a></p> <p><i>Say: Thank you for taking the time to bring and share your own work. In closure, we would like to share this video as an example of what students can do—when given support, scaffolding, trust, and space. As you watch it, we hope you are inspired. If you find yourself saying “my students couldn’t do that” or “my school can’t support this,” consider the many resources, supports, scaffolds, and beliefs we’ve identified that we already possess or might need to shift to make these outcomes a reality. If we don’t believe our kids can do this, we’re right. But if we believe we can help them get there, we will start taking the steps and the risks to make it happen. We’re educators, so let’s move toward what’s possible. Our students are worth it!</i></p>



If the group consists of educators already

skilled with infusing lessons with student voice, this time can be used to focus their expertise on evaluation of school-wide practices and building-wide planning.



## INTRODUCE THE ASSIGNMENT OR PROJECT

(2 minutes)

- > Why did you select this project?
- > What have been some of the challenges in envisioning it as a more student voice oriented activity?

## IDENTIFYING STUDENT VOICE

(2 minutes)

- > What ideas do you have to increase student voice? Is there a particular area of the student voice spectrum you think is best suited to this project? Why?

## PRESENTER QUESTIONS

(2 minutes)

Share your questions with the group. These could range from, “*what do you think of my idea?*” To, “*I am completely lost and want your input.*” Whatever you are struggling with is fine, as is your personal level of introducing voice and choice into your classroom.

## CONSULTANT RESPONSES

(4 minutes)

At this time, the consultants (i.e., other group members) respond only to presenter’s requests for feedback. It is not a time to share their thoughts and ideas—that comes next.

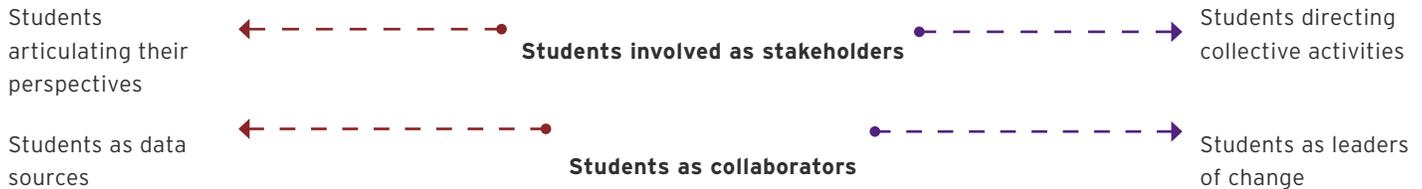
## OPEN DISCUSSION

(5 minutes)

The group can ask questions, offer suggestions, or offer helpful insights.



# SPECTRUM OF STUDENT VOICE



Expression	Consultation	Participation	Partnership	Activism	Leadership
Volunteering opinions, creating art, celebrating, complaining, praising, objecting	Being asked for their opinion, providing feedback, serving on a focus group, completing a survey	Attending meetings or events in which decisions are made, frequent inclusion when issues are framed and actions planned	Formalized role in decision making, standard operations require (not just invite) student involvement, adults are trained in how to work collaboratively with youth partners	Identifying problems, generating solutions, organizing responses, agitating and/or educating for change both in and outside of school contexts	(Co-)Planning, making decisions and accepting significant responsibility for outcomes, (co-)guiding group processes, (co-)conducting activities

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The need for adults to share authority, demonstrate trust, protect against co-optation, learn from students, and handle disagreement **increases** from left to right.

Students' influence, responsibility, and decision-making roles **increase** from left to right.

SOURCE: Toshalis, Eric & Michael Nakkula. 2012. *Motivation, Engagement, and Student Voice: The Students at the Center Series*. Boston, MA: Jobs for the Future. <http://www.studentsatthecenter.org/topics/motivation-engagement-and-student-voice>.



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Students at the Center synthesizes and adapts for practice current research on key components of student-centered approaches to learning that lead to deeper learning outcomes. Our goal is to strengthen the ability of practitioners and policymakers to engage each student in acquiring the skills, knowledge, and expertise needed for success in college and a career. The companion volume [Anytime, Anywhere: Student-Centered Learning for Schools and Teachers](#) (2013) is now available from Harvard Education Press. This Jobs for the Future project is supported generously by funds from the Nellie Mae Education Foundation.



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