

Student Voice in Action



<https://www.youtube.com/watch?v=yZm0BfXYvFg>



Voice refers to...

1. values, opinions, beliefs, perspectives, and cultural backgrounds of the people in a district, school, and school community—especially students, teachers, parents, and local citizens
2. the degree to which those values, opinions, beliefs, and perspectives are considered, included, listened to, and acted upon when important decisions are being made in a district or school. The most common variations are *student voice*, *teacher voice*, and *parent voice*.

Source: <http://edglossary.org/>

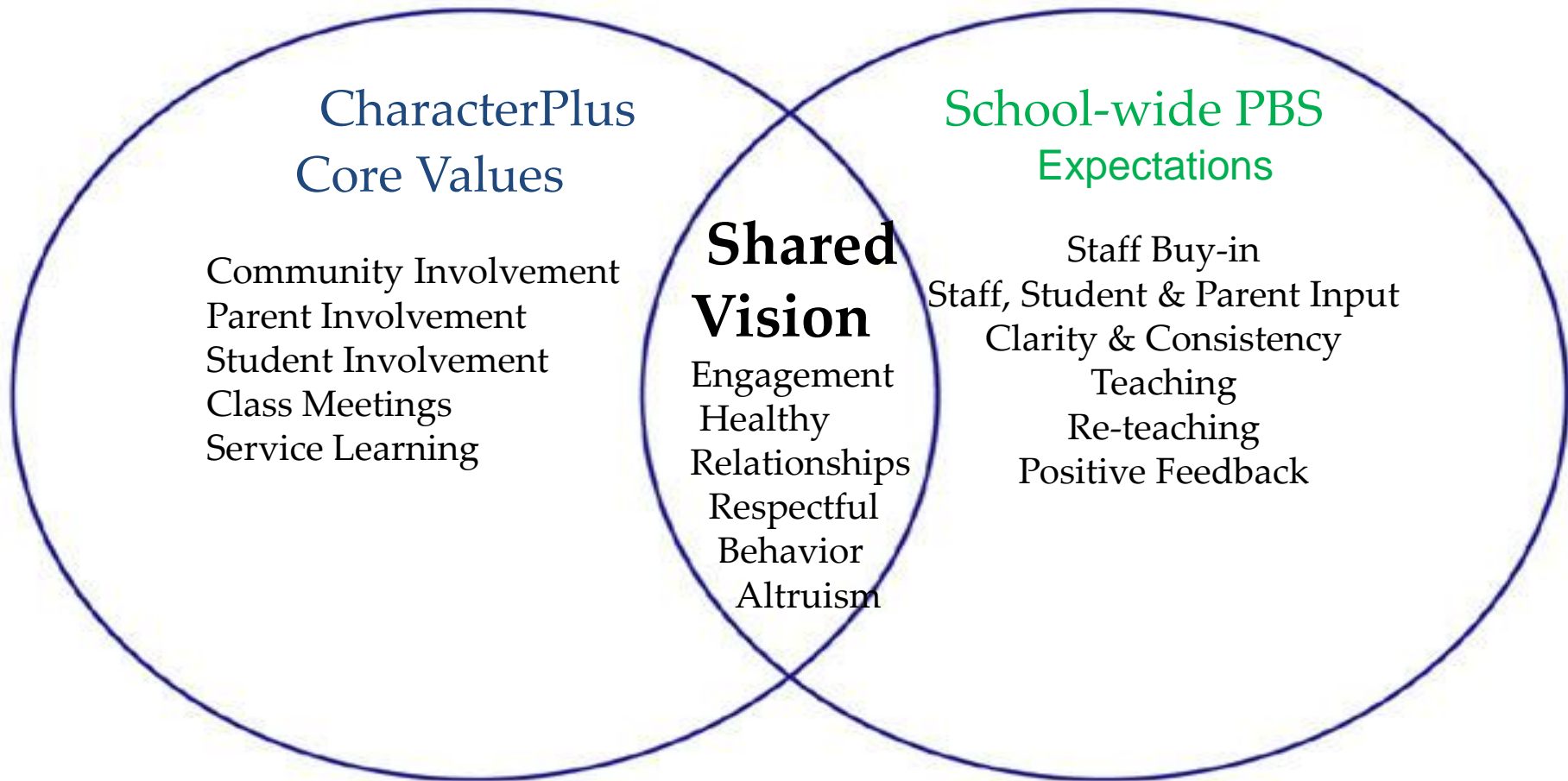
Student Voice refers to...



1. the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school
2. instructional approaches that create safe, respectful environments for sharing thoughts, teach and use civil language skills, invite students to problem-solve, make decisions, and discuss issues important to them.
3. their ability to make authentic contributions to the leadership and culture of the school

Source: <http://edglossary.org/>

Student Voice with SW-PBS & CharacterPlus



RESULTS: Decreased discipline referrals; Increased academic performance



Working Together



Core Values

- Involve all stakeholders in conversations and voting
- Invite and increase parent & community involvement
- Are defined in terms of thinking, feeling, doing
- Are taught and discussed on their own; discovered in the context of literature, history, current events and other academics
- Are expressed in service learning, leadership, buddies, mentors,

Expectations

- Guiding principals- valued behaviors to support student success.
- Involve all staff, input from parents and students
- Reflect the language and culture of your school
- Broad constructs or classes of behavior
- Become operational with clearly defined behaviors
- Few in number so they are manageable
- Create consistent language, shared expectations among staff, clear communications for students
- Are modeled, taught through social-emotional lessons, tracked and retaught when needed



The Questions are Important

Core Values

- What values do you want our students to have as inner resources when they graduate to help them live a meaningful life and contribute as a citizen in a democratic society?

Expectations

- If all students are to be successful in school and in life what do they need to know how to do?
What would those 3 to 5 Expectations encompass?

Involving Students Creates a Sense of Ownership



One Way to Increase Student Voice

If you want an instructional approach that creates safe, respectful environments for sharing thoughts, teaches and uses civil language skills, invites students to problem-solve, make decisions, and discuss issues important to them...

There is one that does it all.



Class Meetings.

Class Meetings

- Build teacher-student and peer relationships within the classroom
- Provide students with a forum, a structure and practice in voicing their thoughts
- Create a cohesive, caring and reflective classroom climate
- Teach goal setting, planning, decision making, problem solving, and reflection skills
- Teach the importance of fairness, kindness, and responsibility

Types of Class Meetings

- **Community-building**

- Sharing personal information, opinions

- **Planning and decision-making**

- Academics

- Classroom norms/procedures

- **Check-in**

- Consciousness raising

- Progress assessment or celebration

- **Problem-solving**

- About learning activities

- About classroom norms/issues facing the classroom community

Class Meetings Procedures

- Circular arrangement
- Students are encouraged to address all participants, not just the teacher
- Open-ended topics and genuine opportunities for students' ideas to have influence
- Wait time is always offered
- Safe, trusting and reflective process with clear ground rules and procedures
- Decisions made by consensus where possible.

Class Meetings

- One person speaks at a time
- Look at the people in the group, not just at the facilitator
- Listen to each other respectfully
- Allow each other to disagree
- “Put-ups” not “put-downs”
- When describing problems or negative situations, say “people” or “the person” instead of using names
- Encourage students to raise their hands after the person has finished speaking.
- Young children often pass a baton, mascot, toy to the next speaker.

Class Meeting in Action



Henderson

ELEMENTARY



Henderson Elementary School (Francis Howell)

- Enrollment 739
- FRL- 192



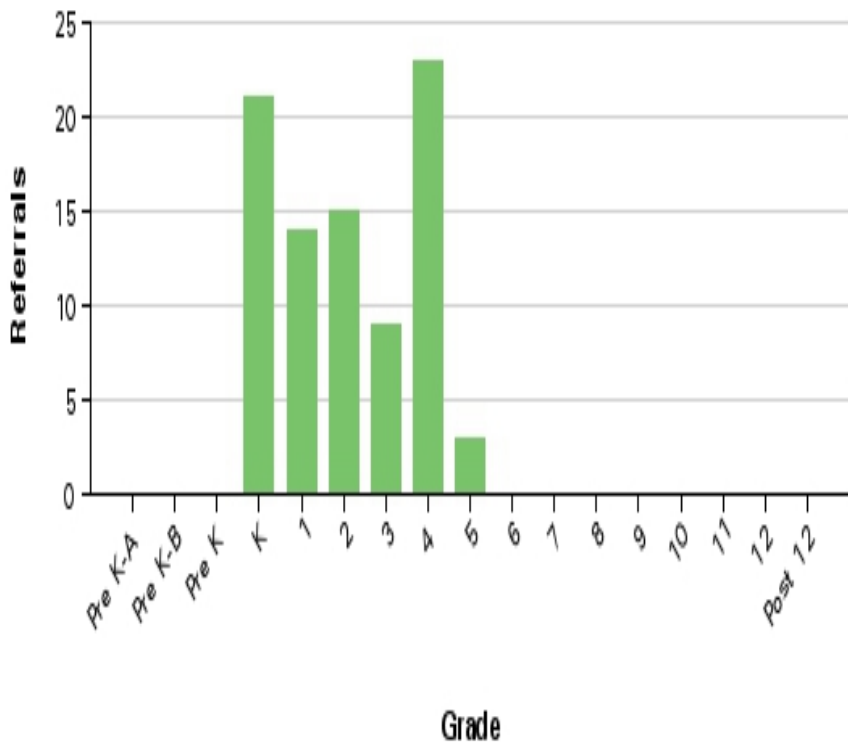
- *Henderson Elementary includes all students in the construction of its building-wide matrix of expectations through the classroom meeting process. The first seven days of the school year serve as a foundation for identifying, defining and establishing common vocabulary and behaviors for the school.*

The Impact of Class Meetings

School Year 2013-2014

Referrals by Grade

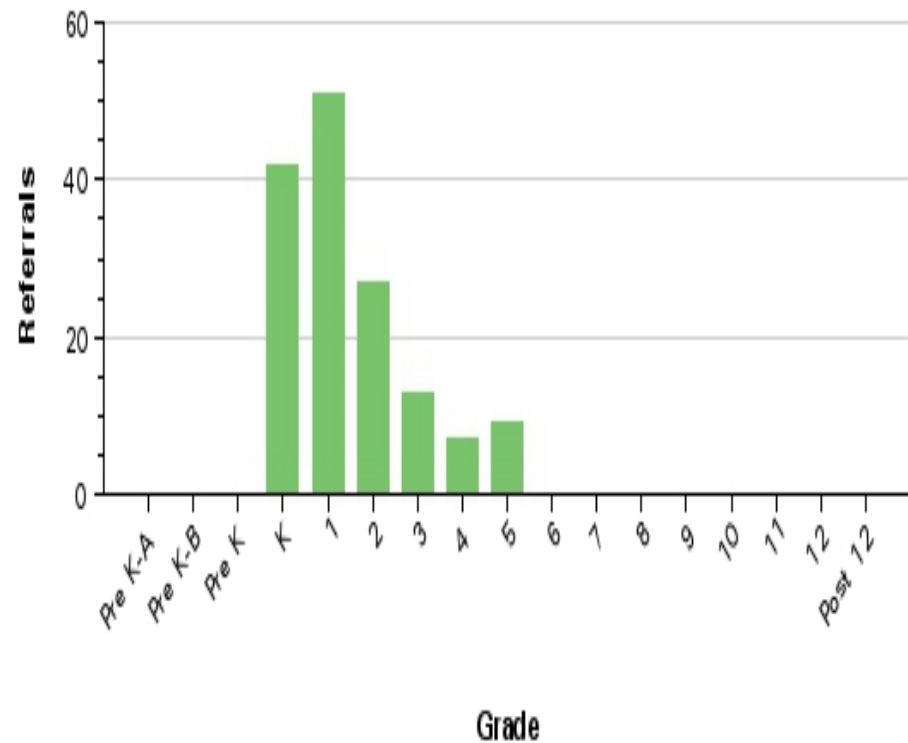
Drill Down



School Year 2014-2015

Referrals by Grade

Drill Down

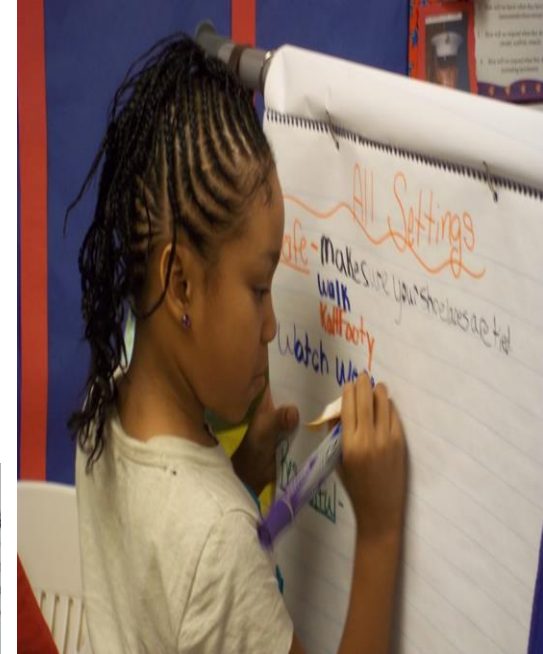


Building the Expectations Matrix with Student Voice

The poster is titled "EAGLE EXPECTATIONS" in large, bold, orange letters at the top. Below the title is a grid with three rows and seven columns. The rows are labeled on the left side in orange text: "Be Safe", "Be Respectful", and "Be Responsible". The columns are labeled at the top in small white boxes with orange text: "All Settings", "Classroom", "Bus", "Hofers", "Cafeteria", "Recess", and "Playground". The grid cells are currently empty, intended for student input.

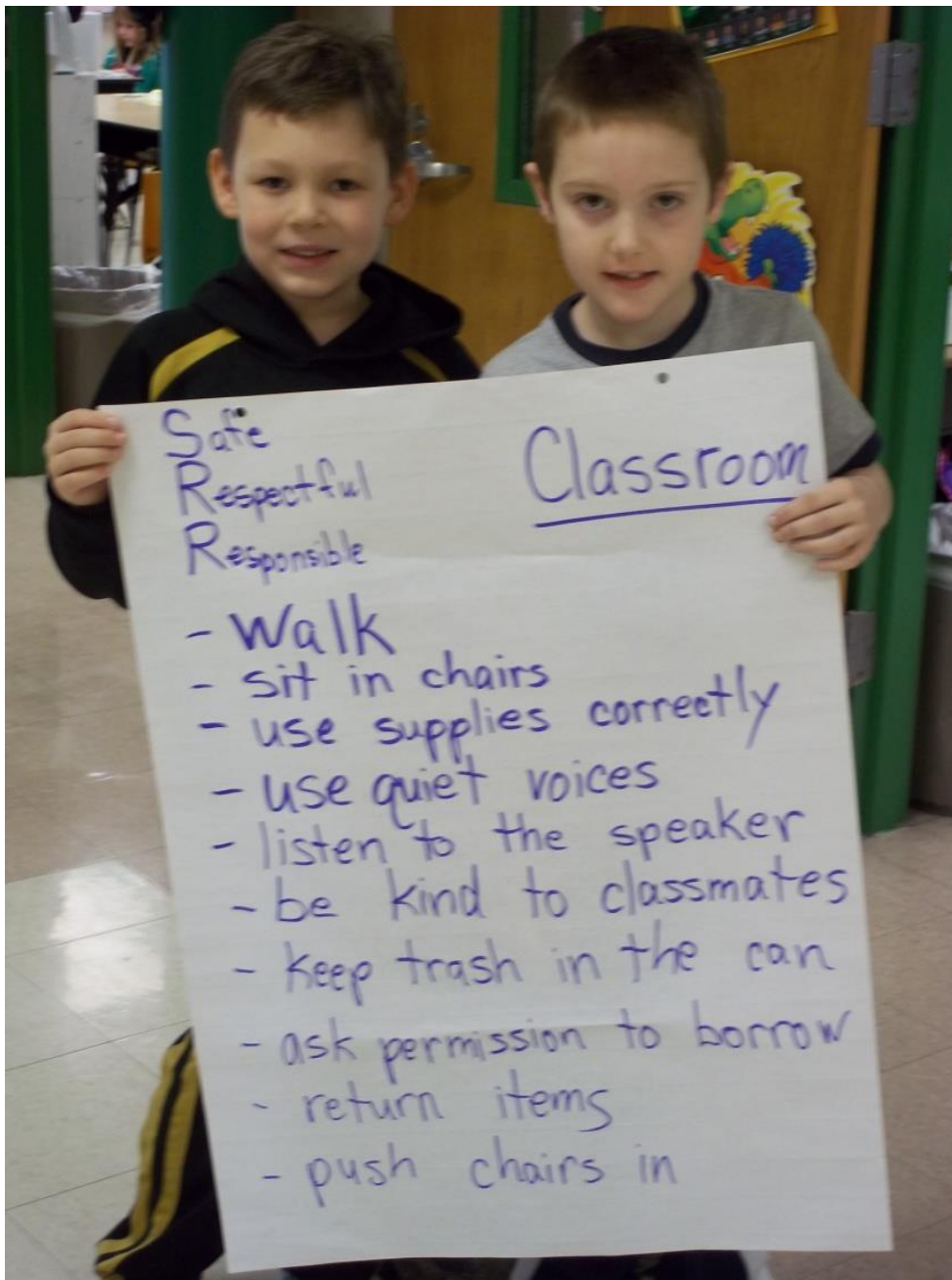
	All Settings	Classroom	Bus	Hofers	Cafeteria	Recess	Playground
Be Safe							
Be Respectful							
Be Responsible							

Students in Action



Building the Matrix with Students

EAGLE EXPECTATIONS							
	All Settings	Classroom	Bus	Hallway	Cafeteria	Bathroom	Playground
Be Safe	<p>1. KAHFOOTY (Keep All Hands, Feet and Other Objects To Yourself)</p> <p>2. Be where you belong.</p>	<p>1. Walk</p> <p>2. Follow drill and safety procedures.</p>	<p>1. Remain seated until your bus stop.</p> <p>2. Sit back to back, seat to seat, hands in lap.</p>	<p>1. Square up.</p> <p>2. Stay to the right.</p>			
Be Respectful	<p>1. Be an Active listener.</p> <p>2. Use kind words and tone.</p>	<p>1. Be a cooperative learner.</p>	<p>1. Listen to the bus driver.</p> <p>2. Use inside voice.</p>	<p>1. Walk straight and silent.</p> <p>2. Use silent recognitions.</p>			
Be Responsible	<p>1. Follow directions.</p> <p>2. Keep our school neat and clean.</p>	<p>1. Be ready to learn.</p> <p>2. Stay on task.</p>	<p>1. Know and follow the rules.</p> <p>2. Remember your belongings.</p>	<p>1. Walk with a purpose.</p>			



Safe
Respectful
Responsible

Classroom

- Walk
- sit in chairs
- use supplies correctly
- use quiet voices
- listen to the speaker
- be kind to classmates
- keep trash in the can
- ask permission to borrow
- return items
- push chairs in

**STUDENTS ARE
DIRECTLY INVOLVED
IN DEVELOPING
THE
CLASSROOM
EXPECTATIONS**

Revisiting the Expectations Quarterly



Data Drives Focus Lessons for Quarterly Lessons

Quarterly Lesson Plans



TOOTLING



Class Meetings Give Students a Voice in Problem Solving Using their Discipline Data

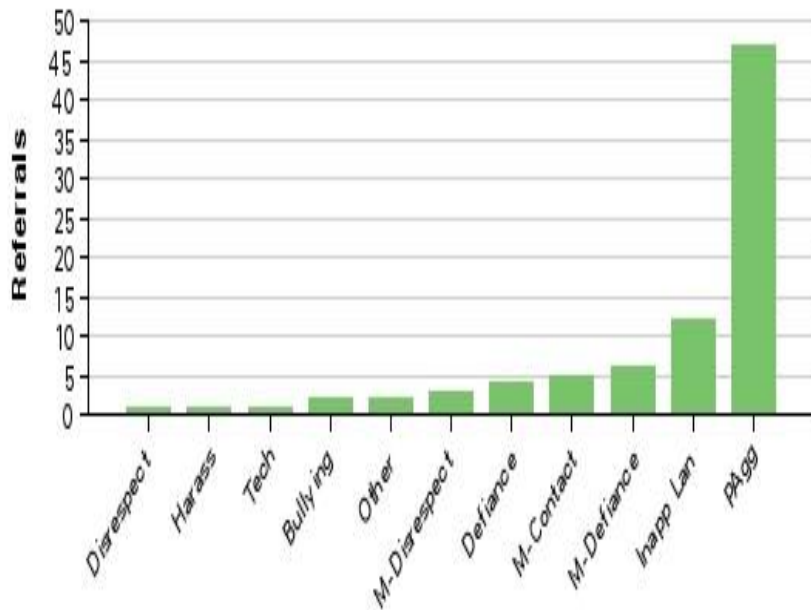


Data drives the Classroom Meeting Discussions

Problem Behavior

Referrals by Problem Behavior

Drill Down

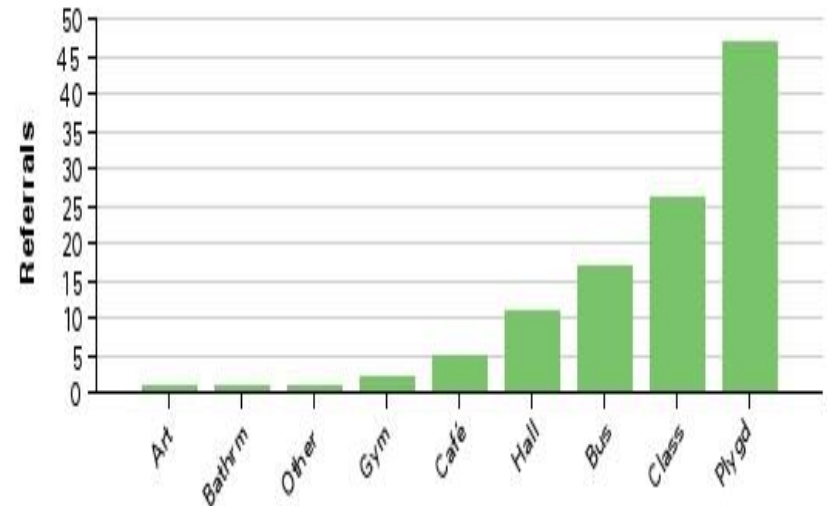


Problem Behavior

Location

Referrals by Location

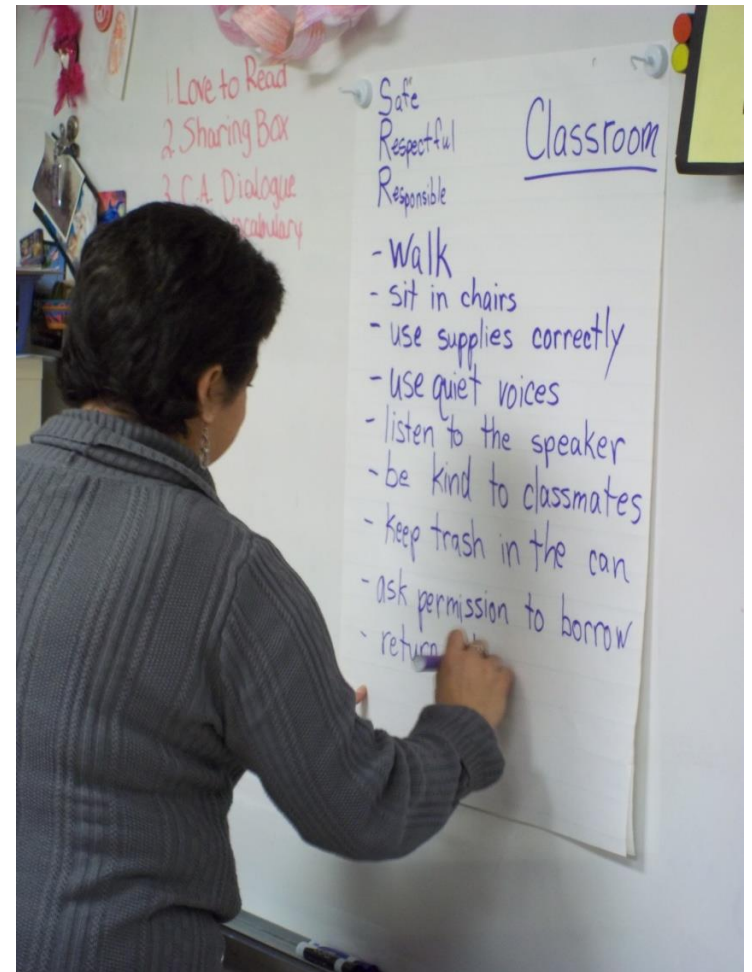
Drill Down



Location

Student Plan

- Students created videos to address Physical Aggression on the playground.
- Developed indoor recess expectations and posted in the classroom
- Additional Playground Recognition Incentives were implemented at all grade levels



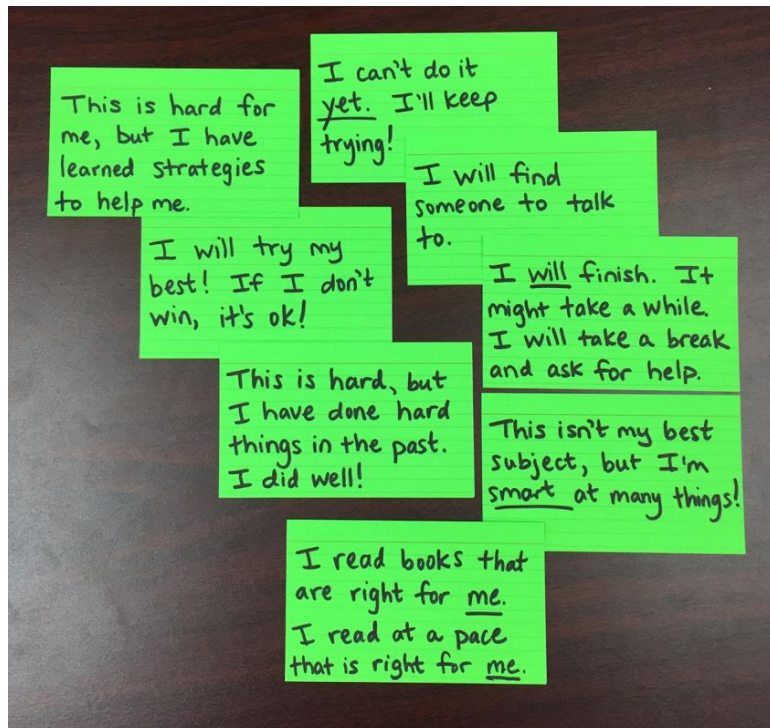


Playground Video



Additional Playground Resources

- Recess Rodeo
- Playground Book
- Pre-correct/Self Assessment Cards



Questions



A Big
THANK
YOU!

A red heart outline is positioned to the left of the text, partially overlapping the letter 'T' in 'THANK'.