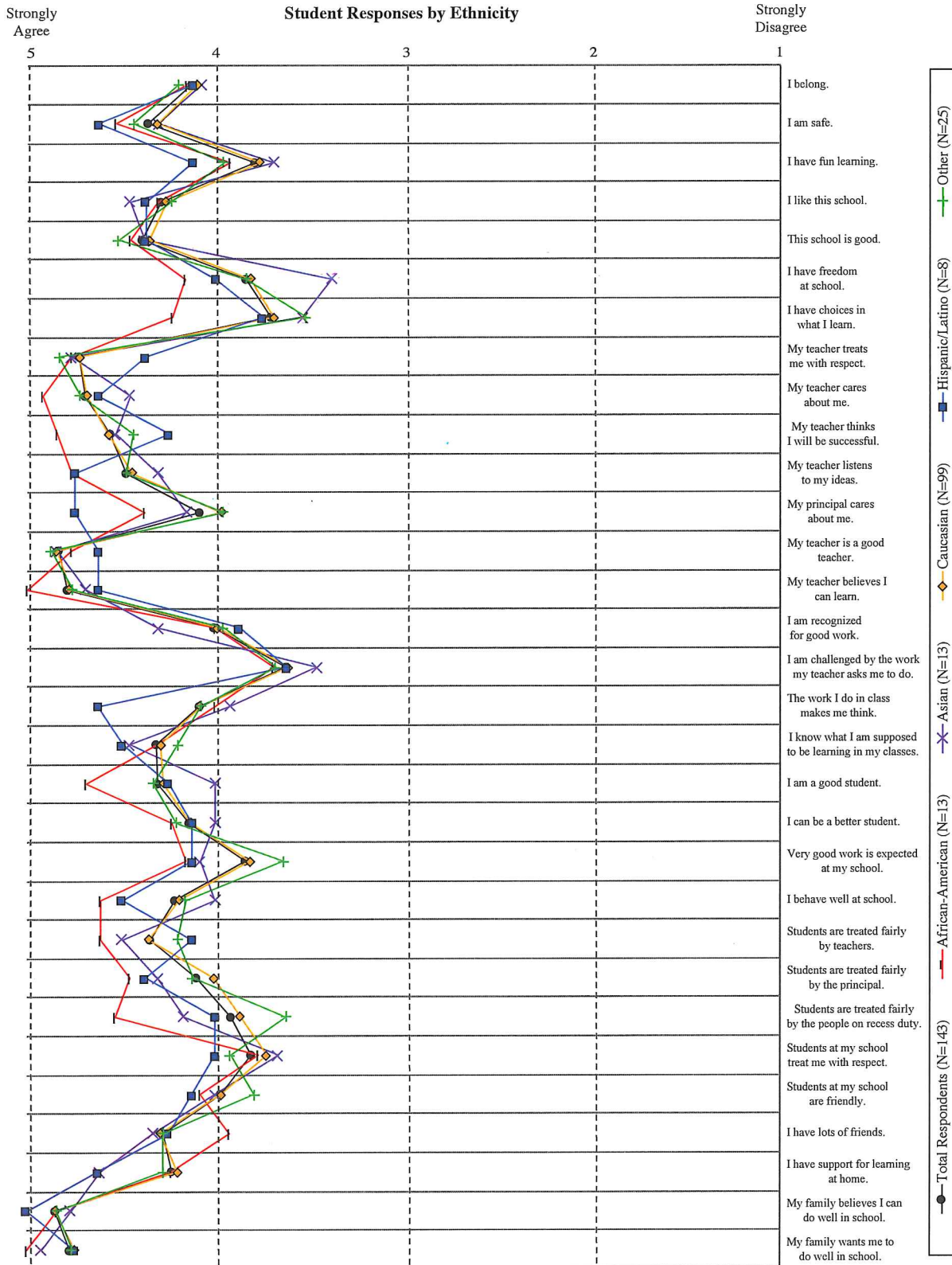
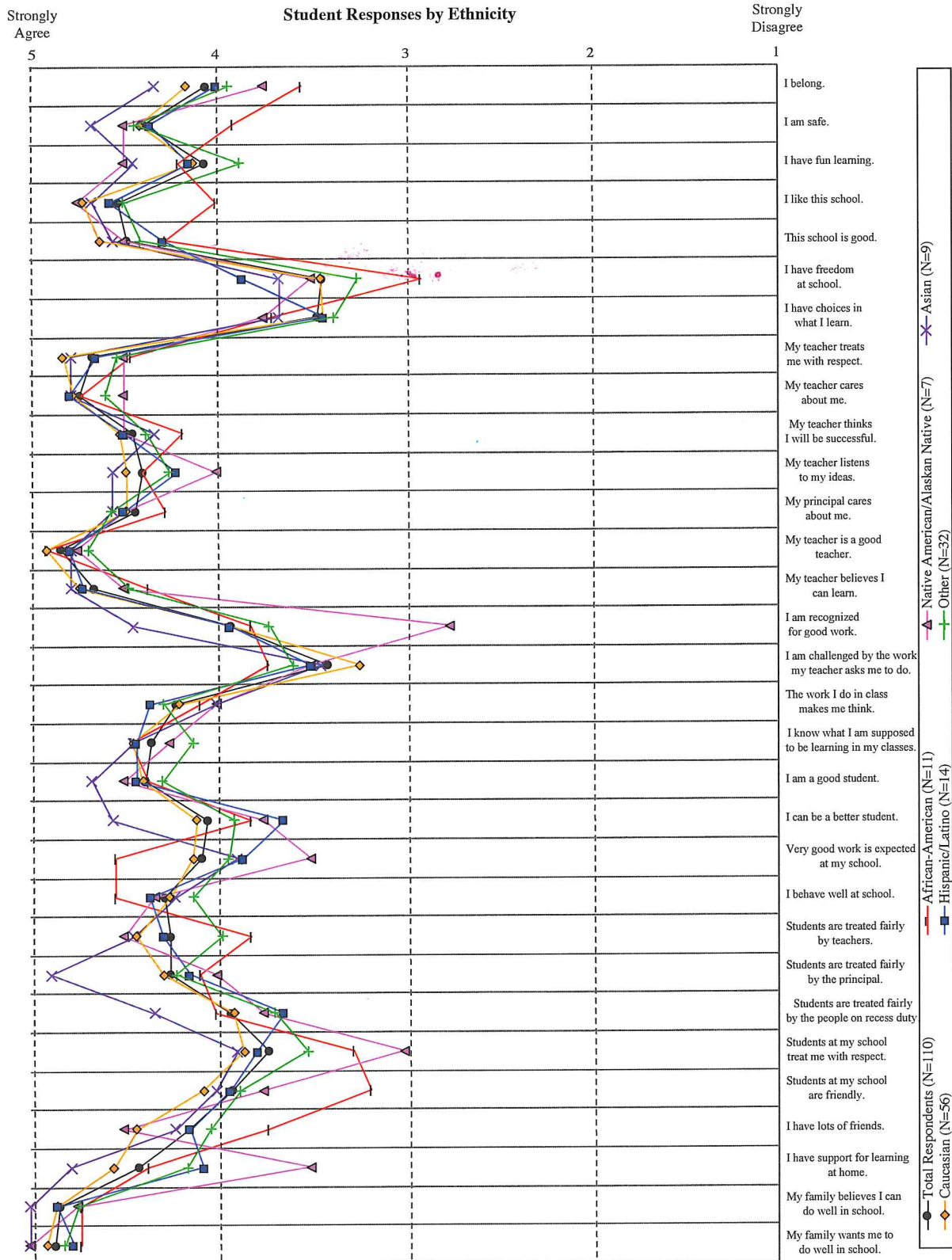


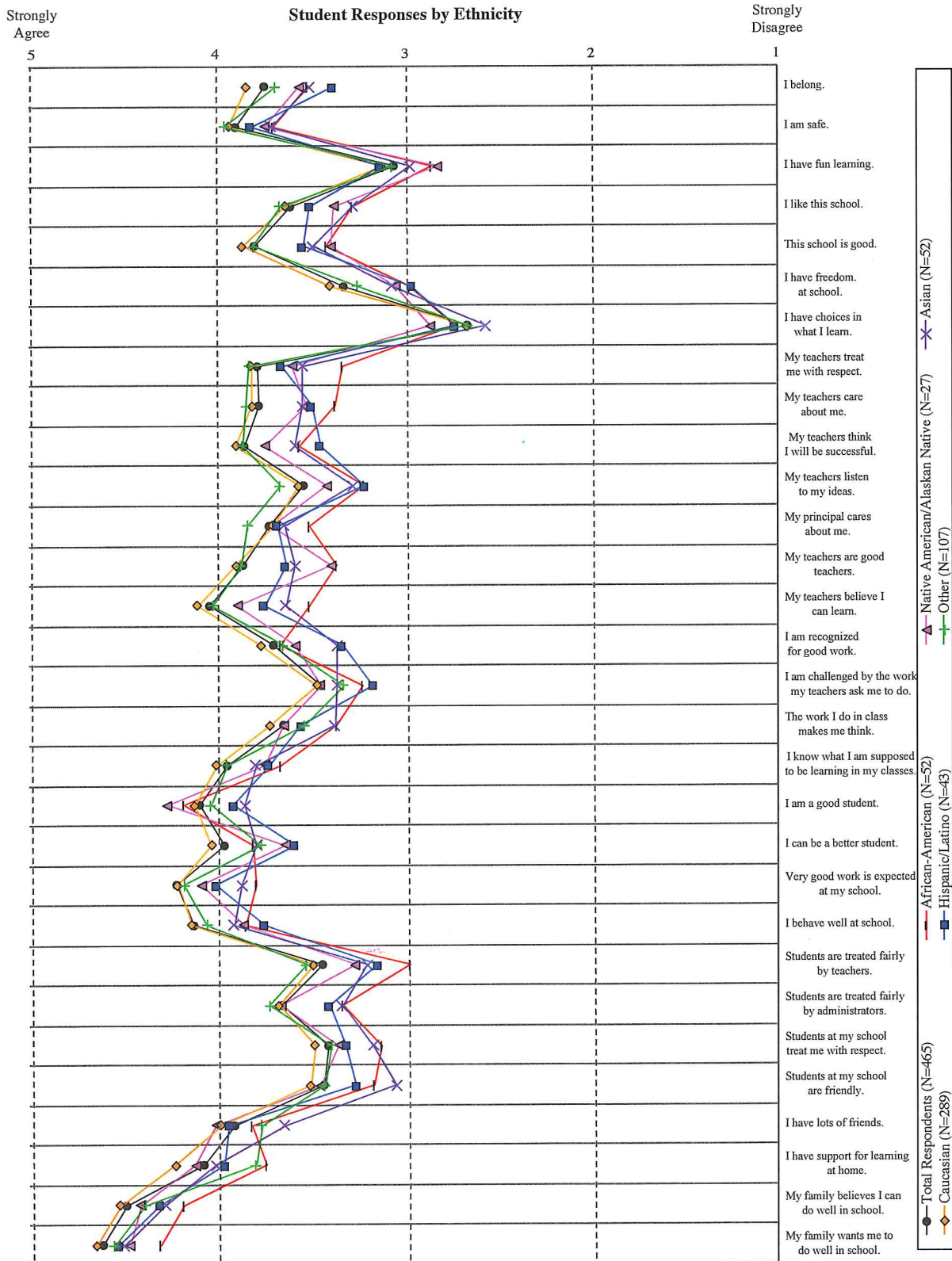
Lincoln Elementary School Student Responses, June 2018 N=143

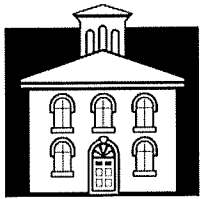


Willard Elementary School Student Responses, June 2018 N=110



Roosevelt Middle School Student Responses, June 2018 N=465





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Empathy Interview Protocol (Student)

~ 30 minutes

Purpose: To better understand a student's perspective on equitable access to supportive school and classroom environments.

Introduction	
<p>Introduce yourself, role, and purpose of the interview</p>	<p><i>Thank you for taking the time to speak with me today. We are conducting these interviews to learn from students about how we can make changes to the school that will promote a more inclusive, fair, and equitable place for everyone. We think that you hold a unique, valuable perspective that we need in order to make these changes.</i></p> <p><i>Please answer these questions as thoroughly and honestly as you can. You are welcome to pass on any question, or return to one you've already responded to at any time. Think of this as more of a conversation than an interview. Do you have any questions before we begin?</i></p>

Primary Questions	Notes (Note what the respondent says and body language.)
<p>Question 1: Tell me about your experience in school.</p> <p>How do you generally feel when you arrive at school each morning?</p> <p>Can you tell me more about _____?</p>	
<p>Question 2: What aspects of school are</p>	

<p>you happy about? Why?</p> <p>Least happy? Why?</p>	
<p>Question 3: How do you feel school staff treat you?</p> <p>Can you tell me about a time you felt supported by a teacher? What happened?</p> <p>Can you tell me about a time you felt that a teacher did not support you. What happened?</p>	
<p>Question 4: Tell me about a time when you got in trouble at school.</p> <p>Do you think the process was fair?</p>	
<p>Question 5: Overall, do you think all students receive the support they need to do well in school, whether their academic work, mental health, or otherwise?</p>	

<p>Probing Questions</p>
<p>Can you tell me more about...?</p> <p>Can you help me understand more about...?</p> <p>What did you do about...?</p> <p>Why...?</p> <p>How did you feel about...?</p>



How can schools support academic success while fostering healthy social and emotional development?

PERTS worked with leading researchers¹ to develop Copilot, an advanced professional learning platform that helps educators create supportive conditions for learning and development. Copilot enables teachers to get rapid feedback from their students about how they are experiencing key classroom learning conditions (see below). It couples that feedback with best-practices for improving those conditions. New evidence suggests that Copilot enables teachers to systematically improve learning conditions and that better learning conditions promote higher and more equitable academic achievement.

- **Over 80% of teachers improved** one or more classroom learning conditions when they leveraged Copilot over multiple cycles of inquiry and action.
- Students who experienced positive learning conditions in a class were **30% more likely to earn an A or B** in that class, and those benefits were pronounced for students of color. For example, Black males who experienced positive learning conditions were almost 2x more likely to earn an A or B than those who did not.
- Better learning conditions also led to better social and emotional learning outcomes. When learning conditions improved, students were 86% more likely to experience a **higher sense of belonging**, 24% more likely to develop a **growth mindset**, and 2x more likely to report they “tried their very best” in class.



What learning conditions do teachers measure and improve with Copilot?

Research is clear:² Students are more motivated—and earn higher grades and test scores—when educators create an environment that helps students: feel valued and respected in the learning environment;³ understand how schoolwork is relevant to their own lives and goals;⁴ and recognize setbacks and constructive feedback as opportunities to grow.⁵ Copilot helps teachers easily measure these conditions, and it provides teachers with just-in-time recommendations for improving them.

In the words of Fremont Unified administrator Josh Maisel, “It’s a great tool. The survey is really asking the right questions and putting data in front of teachers that can be helpful.”



Teachers can improve learning conditions measurably & reliably

The vast majority of teachers who used Copilot over the 2018-19 school year successfully created more supportive conditions for learning—as rated by confidential, validated ratings from their students. By leveraging rapid student feedback and just-in-time best-practice recommendations, 92% of teachers improved at least one learning condition, and 65% successfully improved all measured learning conditions. Done the right way, even the act of collecting student feedback can enhance students’ sense that they are valued by their teachers. In the words of one student, “I think she cares what I think because she is asking us to take this survey about her teaching. If she didn’t care what I had to say, she wouldn’t be asking us to do this survey.”

When Chris Biddix saw the low test scores of his incoming math class, he decided to use Copilot to improve motivation and boost learning. A 10-minute survey revealed that his students weren’t seeing math as relevant to their lives. Over the next 3 months, he workshopped evidence-based strategies for helping his students see the value in their work, and tracked his progress with pulse surveys. The share of his students who see math as relevant and meaningful grew by 26% points. Their motivation grew, and this class was “beating other classes in unit assessments [even though they started with the lowest math scores.]”
Read more Copilot case studies at perts.net/stories.



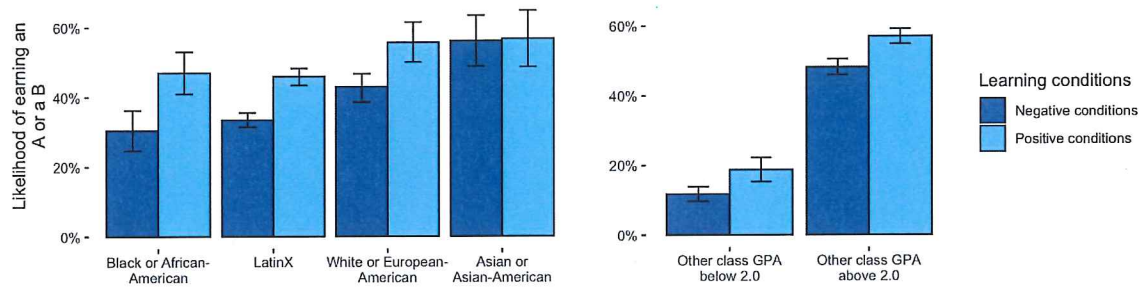
Learning conditions build student motivation, belonging, growth mindset

When teachers improved the learning conditions in their classes, their students became more motivated and more likely to experience good social and emotional outcomes. Students who reported learning conditions as positive in a given week were more than twice as likely to say they tried their very best on their schoolwork “almost all of the time” in that week. When learning conditions improved, students were 24% more likely to increase in growth mindset and 86% more likely to experience a stronger sense of belonging. This is important because research shows that a sense of belonging and growth mindset are both associated with stronger and more equitable achievement.⁹



Learning conditions are strong predictors of academic performance

In a sample of over 1,300 students, students reported on the learning conditions in a core class. These included their perceptions of teacher caring, their conviction that what they were learning was meaningful, and whether they received constructive feedback for learning. We compared students who experienced a class as positive (average “slightly agree” rating and higher) to those who rated it negatively (below “slightly agree”). Those who experienced the conditions as positive were 30% more likely to earn a grade of A or B in that class. This effect was pronounced among members of marginalized groups. For example, Black male students were nearly twice as likely to earn an A or B in a class when they experienced positive learning conditions in that class. This is encouraging evidence that improvements to learning conditions could translate into gains in students’ academic achievement, especially for the students positioned furthest from opportunity.



How can educators leverage Copilot to cultivate student success?

These early results suggest that the Copilot professional learning platform can help educators create more supportive and equitable learning conditions in their classrooms, with potentially powerful benefits to students’ academic achievement and social and emotional development. Even as PERTS continues to study and improve this innovative tool, we are proud to **offer Copilot for free** to all U.S. schools thanks to support from the Raikes, Overdeck, and Gates Foundations. To learn more, email support@perts.net.

About PERTS

The Project for Education Research That Scales (PERTS) is a non-profit research and development institute that translates insights from psychological science into cutting-edge tools, measures, and recommendations that educators anywhere can use to foster healthy and equitable academic engagement and success.



Acknowledgments

We humbly thank our funders and thought partners at the Raikes Foundation, Overdeck Family Foundation, and Gates Foundation, and our esteemed research advisors, Professors Carol Dweck, Camille Farrington, Greg Walton, and Jason Okonofua.

Technical Supplement

For detailed results, sample characteristics, psychometrics, preregistration of key hypotheses, and other methodological information, see the working draft of the technical supplement at perts.net/ep-report-supplement.

Citation

Gripshover, S. & Paunesku, D. (2019). How can schools support academic success while fostering healthy social and emotional development? PERTS, Stanford University.

Endnotes



1. PERTS Copilot measures and recommendations were developed in collaboration with Stanford University Professors Carol Dweck and Greg Walton; University of Chicago Senior Research Associate Camille Farrington; and UC-Berkeley Assistant Professor Jason Okonofua.
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Elevate: Measures Summary

Research is clear: Students are more engaged and successful when they experience certain learning conditions. [Elevate](#) makes it easy for educators to measure the quality and the equity of these learning conditions. It also provides practical recommendations for cultivating each condition. Click on the name of a learning condition to read the research behind why it's important and to see recommendations for how to nurture it.



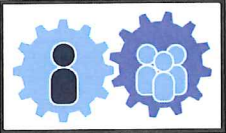
Elevate learning conditions and measures have evolved from 2020-21 to 2021-22, to understand how and why, you can review [this detailed summary](#).

Primary Learning Conditions*

<p><u>Affirming Identities</u></p> 	<p>Why does it matter? Students feel more connected to and motivated in classes that recognize and affirm their backgrounds and identities.</p> <hr/> <p>Measures:</p> <ul style="list-style-type: none"> • This teacher accepts me for who I am as a person. • This teacher makes sure different backgrounds and perspectives are valued and supported. • I see positive examples of people like me in the things we learn in this class.
<p><u>Classroom Community</u></p> 	<p>Why does it matter? Students feel safe to engage and succeed in school when the classroom environment encourages a sense of community and fosters mutual support among classmates.</p> <hr/> <p>Measures:</p> <ul style="list-style-type: none"> • In this class, we have lots of opportunities to interact with each other. • This class is a welcoming place for everyone. • I feel comfortable sharing my thoughts and opinions in this class.
<p><u>Feedback for Growth</u></p>	<p>Why does it matter? Students learn more effectively when their teachers set high expectations, recognize progress, and offer respectful, critical feedback to help students improve.</p>

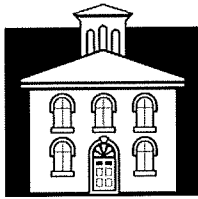
	<p>Measures:</p> <ul style="list-style-type: none"> ● In this class, it is okay to make mistakes because we can learn from them. ● This teacher lets me know they believe I can do well in this class. ● I get specific suggestions about how to improve my work.
<p><u>Meaningful Work</u></p> 	<p>Why does it matter? Students are more motivated to learn when the work in class feels interesting and relevant to them.</p> <p>Measures:</p> <ul style="list-style-type: none"> ● In this class, we do meaningful work, not busy work. ● What we learn in this class is connected to real-life. ● This teacher makes what we're learning really interesting.
<p><u>Student Voice</u></p> 	<p>Why does it matter? Students take ownership of their learning and are more actively engaged in their schoolwork when they have choices, share their ideas, and feel heard.</p> <p>Measures:</p> <ul style="list-style-type: none"> ● I have the opportunity to make choices about my work in this class. ● In this class, my ideas are taken seriously. ● This teacher responds to student suggestions to make our class better.
<p><u>Teacher Caring</u></p> 	<p>Why does it matter? Students engage more deeply in their work when they feel like their teacher likes and cares about them.</p> <p>Measures:</p> <ul style="list-style-type: none"> ● I feel like this teacher is glad that I am in their class. ● This teacher cares about my life outside of school. ● This teacher treats me with respect.

Additional Learning Conditions⁺

<p><u>Learning Goals</u></p> 	<p>Why does it matter? Students learn more effectively when it is clear to them what they are supposed to be learning and how it fits into the big ideas of that subject area.</p> <p>Measures:</p> <ul style="list-style-type: none"> • I know how the new things we're learning in this class connect to what we've learned before. • This teacher helps me see my progress as I learn more.
<p><u>Supportive Teaching</u></p> 	<p>Why does it matter? Students learn more effectively and are more likely to feel valued when their teachers provide them with the instructional support to be successful.</p> <p>Measures:</p> <ul style="list-style-type: none"> • This teacher regularly checks in to make sure we understand the class material. • This teacher explains things in different ways if we're confused. • This teacher stays patient even when students don't understand things.
<p><u>Well-Organized Class</u></p> 	<p>Why does it matter? Students learn more effectively and are more motivated when the teacher develops routines and systems that contribute to the smooth functioning of the classroom.</p> <p>Measures:</p> <ul style="list-style-type: none"> • I feel like this class is organized to help me do well. • This teacher does a good job keeping track of and returning our work. • It's clear what we're supposed to be doing in this class.

* The primary learning conditions are "on" by default and automatically appear in the student survey.

+ The additional learning conditions are "off" by default and must be turned on manually to appear in the student survey.



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DISTRICT 90 ELEMENTARY SURVEY

Based upon PERTS CO-PILOT/ELEVATE model

- 1. I feel like my teacher is glad that I'm in their class.**
- 2. I feel like my class cares about me.**
- 3. I feel comfortable sharing my thoughts and ideas in class.**
- 4. All people are valued in this class.**
- 5. I feel like I can succeed in this class.**



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December 8, 2021

Dear District 90 Students and Families,

As part of our ongoing effort to include greater stakeholder voice in decision-making, District 90 is seeking 7th and 8th grade students who would be interested to serve the school community as volunteer members of several important District committees. The goal of seeking student representation on these groups is to ensure that student perspectives are solicited, heard, and considered fully when adults are being asked to make decisions that reflect student interests.

At this time, the District is seeking student members to serve on the following committees:

- District 90 Inclusiveness Advisory Board (IAB)
- Board of Education *Communications Committee*
- Board of Education *Education Committee*
- Board of Education *Equity Committee*

Each of these committees meets 3-5 times over the course of the school year, with meetings typically held immediately after school (although the IAB meets from 7:00-8:30 PM). The size and composition of each group varies, but together they include D90 teachers, staff members, Board of Education members, parents/family members, administrators, and community members. Interested students may express interest in participating with more than one group, but can only be appointed to serve on one committee at a time. Appointments for 8th grade students will extend through the end of the school year, with 7th grade appointees being asked at the end of the current year if they would like to continue involvement next year.

Interested students can learn more and self-nominate by clicking [this link](#), where more information is available about the purpose and goals of each committee/group, the nature of the commitment, and where to direct questions. Student nominees will be asked to provide basic background information and answer a few relevant questions related to their specific interest. Parent/family member permission is also necessary to participate. Though we may not be able to accommodate all students who wish to participate as committee members, we plan to invite any interested students to attend additional focus group opportunities to share information about their experiences in District 90 schools.

This is not the first time that the District has solicited student involvement to help make important decisions for our school community. In recent times, students have been integral members of our District 90 strategic planning process, the Social Emotional Advisory Panel, and Remote Learning Action Team. The work that was accomplished by each of these teams was greatly enriched and improved because students were engaged in authentic ways, and their voices were significant in helping the adults understand and respond to students' perspectives and experiences.

Please consider discussing this opportunity with your family. By including students in more authentic ways, the District aspires to broaden stakeholder involvement, increase understanding about students' experiences, strengthen our school program, and further elevate the quality of life for all members of our school community.

Respectfully,

Ed Condon, Ph.D.
Superintendent



Student Representative Interest Form - District 90 Committee Membership

Seventh and eighth grade students who would like to be considered as student representatives on one of the District 90 committees described below are asked to complete and submit this form. Students may also indicate interest in participating in a facilitated focus group to share information about their experiences at school, if desired.

All students responding to this form can expect to receive a response within several weeks of submission. Thank you!

BOARD OF EDUCATION - EQUITY COMMITTEE: This Board committee makes recommendations to the Administration and Board of Education on numerous issues equity-related matters, including research-based pedagogy, targeted professional development, and recruiting and hiring.

BOARD OF EDUCATION - EDUCATION COMMITTEE: This Board committee makes recommendations to the Administration and Board of Education on matters related to teaching and learning, predominantly from the areas of Curriculum and Instruction, Instructional Technology, and Student Services.

BOARD OF EDUCATION - COMMUNICATIONS COMMITTEE: This Board committee makes recommendations to the Administration and Board of Education about how to improve and expand communications efforts across the school community to engage all stakeholders and stakeholder groups as fully as possible.

INCLUSIVENESS ADVISORY BOARD (IAB): This superintendent advisory committee focuses on efforts to further build a school community of inclusiveness and belonging for all, nurture and educate individuals to be intentionally inclusive, and model/teach life-skills of awareness, self-reflection, sensitivity, and responsiveness to support an environment of belonging.

D90 STUDENT VOICE FOCUS GROUP: Facilitated student focus groups will be organized to provide opportunities for students to share their perspective about issues relevant to student school experiences. Any interested student may participate in one focus group meeting. Focus group dates are yet to be determined.

PLEASE CONTACT DAWNE SIMMONS, D90 COMMUNICATIONS COORDINATOR, IF YOU HAVE ADDITIONAL QUESTIONS ABOUT ANY THESE GROUPS AT: simmons@district90.org

Student Name *

Short answer text

Student Grade Level *

7th Grade

8th Grade

Preferred Committee Membership (check all that apply) *

Board of Education Equity Committee

Board of Education Education Committee

Board of Education Communications Committee

Inclusiveness Advisory Board (IAB)

D90 Student Voice Focus Group

What unique experience(s), background(s), perspective(s), or characteristic(s) will you contribute as a participant that will be especially valuable? In a few sentences, please explain. *

Long answer text

What do you believe is most important for adults to understand about our students' experiences in District 90? In a few sentences, please explain. *

Long answer text

Why do you want to serve as a student member of the committee(s) you designated above? In a few sentences, please explain. *

Long answer text

PARENT OR ADULT FAMILY MEMBER: Please insert your name and contact email address below *
indicating consent for your child to participate on one of the above designated committees or
at a D90 student focus group event (dates yet to be determined). Thank you!

Short answer text
.....

STUDENT VOICE

STUDENTS TAKE OWNERSHIP OF THEIR LEARNING AND ARE MORE ACTIVELY ENGAGED IN THEIR SCHOOLWORK WHEN THEY HAVE CHOICES, SHARE THEIR IDEAS, AND FEEL HEARD

Students have unique knowledge and perspectives about their classrooms and learning experiences. When they are given the opportunity to share what they know and think with receptive teachers who value their thoughts and opinions, students improve academically and are more engaged. Moreover, teacher practice and pedagogy is influenced when students are able to share their voices and contribute to solving classroom problems. Inclusion of student voice in a classroom can take many forms and spans a continuum, including: students articulating an opinion and being heard by the teacher; students collaborating with and working alongside the teacher to solve and improve on classroom practice and instruction; and even students leading classroom projects, discussion, and units. These practices are modeled after work in community development, where youth participation has been depicted as a “ladder of participation,” ranging from tokenism and manipulation to projects that are initiated by youth. In addition, sharing power with students is an important aspect of student voice and teacher-student developmental relationships. Sharing power is the way students and teachers influence, learn from, and collaborate with each other through their relationships.

This guide focuses on three principles of Student Voice:

1. Give students choice
2. Provide opportunities for student feedback
3. Respond to student choices and feedback authentically

Measuring Student Voice | See the [measurement section](#) at the end of this guide for practical resources that educators can use to measure student voice.

Principle One | Give students choice

One form of student voice is student choice. When teachers incorporate choice in their classrooms, students are more invested in their work and in the learning process. Choice can be offered to students in a number of different ways in a classroom. Teachers may provide choices that are organizational where, for example, students are able to: choose a partner, select a seat in the classroom, or create classroom rules. Choices can also be procedural where teachers allow students to: decide a presentation style, choose a project for a learning objective such as an essay or art project, or choose a project due date. Finally, there are cognitive choices which are more inclusive and provide more long-lasting, positive psychological effects than organizational or procedural choices. Cognitive choices are opportunities for students to become the initiators of their own learning. Examples of cognitive choices include asking students to think critically, justify or argue for their point, generate their own solution paths, or evaluate other students' ideas. With cognitive choices, students are able to discuss multiple approaches and strategies on a topic, problem solve on their own, ask questions, and debate ideas freely. Cognitive choices require teachers to spend more time listening, as students take the lead. Teachers must strike a balance between the three types of choices described, but understand that the cognitive choices are the essential ingredient to maximize student engagement and motivation.

Practices

- Provide a range of options for engaging in learning and completing assignments so that each student can find an option that really appeals to them.
- Provide opportunities for even small or tangential choices that can include: where to sit and next to whom, presentations styles, and homework questions.
- Allow student led activities.
- Let students make decisions about the classroom.

Try | Assessment Choice

OBJECTIVE:

To give students decision making power in the classroom.

STEPS:

1. Make a list of all the ways to evaluate student work throughout the semester. These can include:
 - Journaling
 - Lab work
 - Oral reports
 - A writing cluster (drama, fiction, poetry, and essays)

STUDENT VOICE GUIDE

- Small group work
 - Artwork
 - Written tests
2. Let students know at the beginning of the semester that these are the choices.
 - Also, be sure to let families know about all of the ways you might evaluate their student and it might not involve written tests.
 3. Create your own guide for skills you are seeking to assess and let students know that each mode will cover these skills.
 4. Decide with students on their plan, and when they will be locked into their choice for the assignment.

Reflect

What opportunities have you provided for student choice? What were the challenges? What went well? How might you do it differently?

Explore

- Use: [CREATE OPPORTUNITIES FOR STUDENT CHOICE TOOLKIT](#) by Sevenzo and PERTS
- Read: [10 Ways to Incorporate Student Choice in Your Classroom](#) by John Spencer
- Read: [Building a Student Choice-based Classroom](#) by Molly Kiebel learnersedgeinc.com

Principle Two | Provide opportunities for student feedback

Teachers who incorporate student voice in their classrooms must also provide opportunities for students to give feedback to the teacher about the class. Students can give feedback, for example, about a specific lesson, the curriculum in general, or the classroom environment. This can be done through regular student surveys, student focus groups, individual conversations, or even structured conferences--similar to the ones teachers hold with students' families.

Practices

- Structure time for feedback.
- Be sure to collect student feedback on a regular basis.
- Be transparent about the purpose of the feedback.
- Ask students how they would like to share feedback with you.
- Seek out student expertise and value their lived experiences.
- Create an ongoing classroom structure for feedback like a student voice committee.

Try | Surveys as Feedback

OBJECTIVE:

Provide opportunity for students to give feedback.

By giving students surveys following a lesson or unit students can reflect on what they've learned and can give suggestions for improvement.

STEPS:

1. Decide on the time and place for the survey administration. Perhaps setting aside 5 to 10 minutes at the end of a class period.
2. Talk to students ahead of time about the purpose of the survey or focus group.
3. Give students examples of "mean" feedback (insulting another person) and "constructive" feedback (describing your own experience).
4. Assure students that if they share something critical about the class or your teaching, you will not give them a bad grade or punish them in return.
5. Decide ahead of time if you want students to put their names on their surveys.
6. Make sure the room stays quiet and that students keep their responses private.
7. Some sample questions for a survey (or focus group) include:
 - a. What did we learn that you loved?
 - b. What were the things we learned that you liked the least?

STUDENT VOICE GUIDE

- c. Is there anything you wish we'd had more time to do?
 - d. Thinking about [insert specific initiative]: what can I do to improve that?
 - e. What ideas do you have to make this [lesson/project/class] better?
 - f. Do you feel our tests and quizzes are fair?
 - g. How easy is it to approach me with questions or concerns?
 - h. Do you feel our class time is used wisely?
 - i. What do you like most about this class?
8. Share survey results with the class.
- a. After collecting answers to survey questions, share some of the findings with the class.
 - i. Talk to the whole class about what you learned.
 - ii. Either let them know what your response is going to be or ask for their ideas for improvement.
 - iii. Ask if they are willing to share more about why they answered the way they did.
 - iv. Follow up with individual students about their comments.
9. Some things to keep in mind:
- a. Dig into cryptic answers - if there are things you don't understand, dig deeper.
 - b. Solve the easy problems - For example, if a student mentions that the draft from the window bothers her, just move her.
 - c. Watch your ego - reading even a little bit of negative feedback is not fun, so be aware that your first reaction to criticism will probably be defensive. That's natural, but it won't solve the problem. Remind yourself that the student took a risk by telling you, so take the problem seriously and resolve to calmly and constructively find ways to solve it.
 - d. Watch for and notice the positives - The good things matter, too. Learn what you are doing right and do more of it.

Reflect

Think about a time you were asked to provide feedback to a colleague or in a classroom setting. How did that go? How did it feel for you?

Explore

- Read: [3 Ways of Getting Student Feedback to Improve Your Teaching](#) by Edutopia
- Review: [To&Through Case study and learnings of school that created Student Voice Committee](#) by To&Through Project
- Watch: [Student Surveys: Using Student Voice to Improve Teaching and Learning](#) (4 minutes) by Edutopia

STUDENT VOICE GUIDE

- Use: [Youth Participatory Action Research Hub](#) by University of California Berkeley

Principle Three | Respond to student choices and feedback authentically

Students have expertise on how they learn best and how they feel in a classroom. Drawing on this expertise can both help teachers in providing instruction that is more suited to the strengths, needs, and learning styles of their students and promote stronger student engagement. Responding authentically to student feedback and suggestions will motivate students and empower them to use their voice and enhance their sense of self and autonomy. Teachers who respond to student voices in their classrooms demonstrate to students that they are valued and respected members of the classroom. Additionally, soliciting and responding to student feedback can help teachers assess classroom climate, the effectiveness of their own teaching instruction and practices, and the content of what they are teaching, as well as identify areas for future professional learning.

Practices

- Include time to debrief feedback.
- Develop action plans based on the feedback shared.
- Work with students directly to brainstorm ideas for addressing feedback.
- Engage and practice constructivist listening so that students feel heard.

Try | Listening Activity

OBJECTIVE:

To enable students and teachers to become better listeners.

Constructivist Listening is a way to enable teachers and students to become better at listening and talking in depth. Constructivist listening is powerful because it is wholly for the benefit of the speaker. It enables the speaker to be heard uninterrupted and the listener to be aware of their role in supporting the speaker. Before a constructivist listening activity begins each participant must agree to listen to and think about what the speaker is saying for a fixed period of time. Participants make this agreement with the knowledge that they will get the same opportunity to speak and be heard as their peers. When listening, however, participants keep in mind that their listening is for the speaker's benefit, so they do not ask questions for more information while the speaker is talking.

STEPS:

1. Think of a prompt that will be used for the activity. Example prompts: How do you feel about your ability to fully listen to others? When was the last time you felt listened to? after a challenging lesson or experience in the classroom - what happened? How did that make you feel? How can we as a community do better?
2. Create dyads.

STUDENT VOICE GUIDE

3. Start the process with 2 minutes for each speaker. Each person is given equal time to talk.
4. The listener does not interpret, paraphrase, analyze, give advice, or break in with a personal story. Confidentiality is maintained.
5. Each person will have 2 minutes to respond to a prompt. It is very useful to scaffold the prompts. Reflect on the activity with these questions:
 - a. What came up for you using this structure?
 - b. What came up for you reflecting on the prompt?
 - c. What worked for you? What was difficult for you?
 - d. What purpose do you think it might serve?
 - e. When could it be used?

Reflect

When is the last time you remembered being fully listened to? How did it feel?

Explore

- Read: [5 Ways to Seek Your Own Feedback](#) by Jennifer Gonzalez, Cult of Pedagogy
- Read: [ATLAS Looking at Data](#) by the School Reform Initiative

MEASUREMENT

Surveys can be used to measure student voice. The Cultivate survey provides leaders and teachers with a schoolwide snapshot of classroom environments and student mindsets while the Elevate survey gives teachers their own feedback.

CULTIVATE ITEMS

This teacher asks for our input about what we want to learn.

I have the opportunity to make choices in this class.

In this class, my ideas are taken seriously.

This teacher responds to student suggestions to make our class better.

ELEVATE ITEMS

I have the opportunity to make choices about my work in this class.

This teacher makes sure different backgrounds and perspectives are valued and supported.

This teacher responds to student suggestions to make our class better.

ENDNOTES

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