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Student Voice: The Beacon in Our Journey to School Improvement

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STUDENT VOICE: The Beacon in Our Journey to School Improvement



*Francis Scott Key Middle School
Silver Spring, Maryland
Montgomery County Public Schools*



Dr. Yolanda Stanislaus, Principal
Ms. Beth Hester, Middle Years Programme Coordinator
Ms. Helen Webster, Staff Development Teacher

Session Outcomes:

By the end of the session, the participants will have:

- Discussed the connections between cultural proficiency, culturally responsive teaching, equitable practices, and high expectations
- Analyzed instructional practices to identify their relevance to culturally responsive teaching
- Reviewed a process to collect student voice data and use that data for instructional walk-throughs
- Heard one school's journey to reducing the achievement gap



Activator - Placemats

Reflecting on Cultural Proficiency

Look at the Quotation Placemat in your folder.

Think about the one that speaks to you the most with regards to cultural proficiency.

Share your ideas with at least two other people sitting close to you.

Be prepared to share one “nugget” from your conversations.



Think



Pair



Share

Francis Scott Key Middle School

Who Are We?



- Located in Silver Spring, Maryland - about 10 miles from Washington, D.C.
- Montgomery County Public School System
- Re-opened as a middle school in 1990
- In 2009, a new building was opened, replacing the previous 50-year old building
- The new building is a Gold LEED building
- International Baccalaureate Middle Years Program and Positive Behavior Intervention Program since 2009.



Francis Scott Key Middle School

School at a Glance



Student Group	Number of Students	Percent of Total Population
Total Group	917	100.0%
Grade 6	292	31.84%
Grade 7	313	34.13%
Grade 8	312	34.02
Asian	93	10.1%
African American	407	44.4%
American Indian/ Alaskan Native	2	0.2%
Hispanic	362	39.5%
2+ Races	11	1.2%
White	42	4.6%
ESOL (level 1 – 5)	121	13.2%
ESOL 10	15	1.64
RELL	47	5.13%
Students with Disabilities	88	9.60%
FARMS	678	73.94%

School Improvement Plan Goals

Math Goal

By the end of the 2016 – 2017 school year, we will reduce by half the percent of African American and Hispanic students enrolled in Algebra scoring less than a C for the end-of-course grade. In addition, we will reduce by half the percent of African American and Hispanic students enrolled in Algebra not scoring at the exceeded level of Measures of Academic Progress in Math (MAP-M). This will reduce the achievement gaps between African American and Hispanic students and Asian and White students.

Literacy Goal

By the end of the 2016 – 2017 school year, we will reduce by half the percent of African American and Hispanic students not scoring at the met or exceeded level of Measures of Academic Progress in Reading (MAP-R). In addition we will reduce by half the percent of African American and Hispanic students scoring less than a C for the end-of-course grade for English. In order to eliminate achievement gaps between African American and Hispanic students and Asian and White students.

Francis Scott Key Middle School Linkages Chart 2016 -2017

STUDENT AND STAKEHOLDER FOCUS

As a result of our root-cause analysis, it was determined that African American and Hispanic students need:

Checking for understanding through high level questions: - All students need the opportunity to process information and answer questions at high levels in order to think critically about course content. Through using student responses to these thinking opportunities, teachers can assess the students' understanding and adjust instruction to meet the needs of every student.

Using equitable classroom practices – All students need to know that their teachers hold them to high expectations and that they are held accountable for their learning. Allowing every student to engage with content through culturally responsive teaching and to demonstrate their learning through methods suited to individual needs is essential for students to develop the knowledge that "they can do it." Focus on this will help support the reduction of the achievement gap.

FACULTY AND STAFF FOCUS

Teachers need professional development on:

- Using equitable classroom practices through culturally responsive teaching to facilitate engagement of all students in the learning process and build individual teachers' cultural proficiency
- Analyzing and writing higher level questions and embedding them within each lesson to check for understanding
- Accessing and analyzing data to identify individual student needs
- Using close reading strategies to engage students with text at high levels
- Using close reading strategies to support students in mathematical problem solving processes

Instructional Leaders need professional development on:

- Using observation tools to provide feedback on teaching and learning
- Facilitating effective coaching conversations around planning, data, and equity.
- Accessing, collecting, and analyzing a wide variety of data to assess the impact of processes

LEADERSHIP

Mission Statement: As members of an international society with a culturally-diverse student body, Francis Scott Key Middle School partners with parents, students, and community members to ensure student excellence and success. As an International Baccalaureate World School, we provide a safe, supportive, nurturing environment with high expectations that fosters collaboration and develops knowledgeable, compassionate, and reflective learners.

Vision Statement: Through inquiry-based learning and a rigorous instructional program, our students will gain confidence and competence as life-long learners who are career and college ready, open-minded, and responsible global citizens.

Core Values: Children are at the center of our work; all students deserve equitable access to rigorous, engaging lessons focused on creating college and career ready global citizens; the school learning community should provide a safe, supportive learning environment for every student.

STRATEGIC PLANNING

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PROCESS MANAGEMENT

- Intentional collaborative planning processes to embed real-world learning, global application, and Approaches to Learning in preparing the MYP unit planner
- Close reading strategies across the content areas to build core literacy skills of all students
- Authentic, high-level questioning to check for student learning
- Identifying and using equitable classroom practices that support higher level questioning as a means to reduce the achievement gap

PERFORMANCE RESULTS

The following data points will be used to measure the effectiveness of this plan:

By the end of 2016 – 2017 (Grade 8):

- C or Better for Algebra end-of-course grade: African American – 95.55%
Hispanic – 95.83%
- Met/Exceeded on MAP-R - African American – 68.55%
Hispanic – 67.11%
- Met/Exceeded on MAP-M - African American – 65.32%
Hispanic – 59.87%
- Academically Eligible (2.0 GPA or higher)
African American – 98.98%
Hispanic – 98.48%
- C or Better for English end-of-course grade: - African American – 96.64%; Hispanic – 94.86

NOTE: This data reflects 2015 – 2016 system goals.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

During the development of the SIP, the instructional leadership team identified formative assessments and a process for monitoring student progress.

A variety of formative assessment data (including twice per marking period HOQ, MCPS formative assessments, MYP assessment tasks, and other classroom assessments) will be used to monitor the progress towards the SIP goal.

Data meetings (through department and cohort groups) will be held at least once each month reflecting on formative assessments as a way to identify student needs and corrective actions.

The Linkages Chart shows the School Improvement Plan at a Glance



IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Our Mission Statements



Francis Scott Key Middle School Mission Statement



As members of an international society with a culturally-diverse student body, Francis Scott Key Middle School partners with parents, students, and community members to ensure student excellence and success.

As an International Baccalaureate World School, we provide a safe, supportive, nurturing environment with high expectations that fosters collaboration and develops knowledgeable, compassionate, and reflective learners.

Through inquiry-based learning and a rigorous instructional program, our students gain confidence and competence as lifelong learners who are career and college ready, open-minded, and responsible global citizens.

Starting Our Journey Building the Leadership Team

Dr. Yolanda Stanislaus

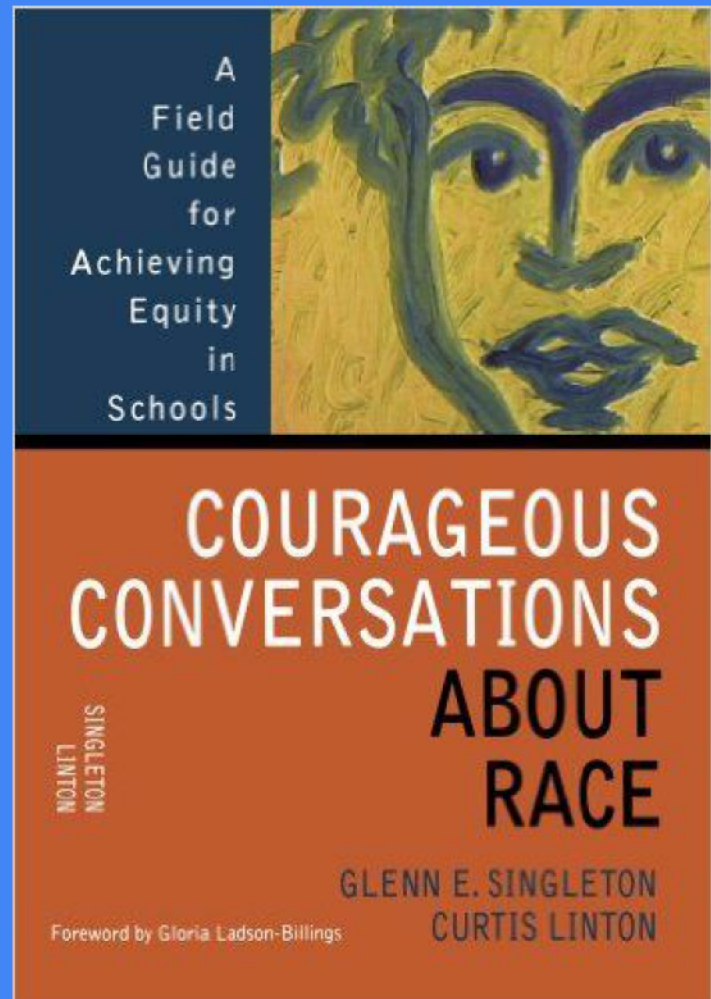
“The **PRINCIPAL** is the guiding force behind equity efforts in a school. Without the principal’s full and complete commitment, closing the racial achievement gap will be difficult, if not **IMPOSSIBLE.**”

~Glenn E. Singleton



Angie Burrell, an MCPS Equity Specialist, worked with Dr. Stanislaus and the leadership team for three years to build the knowledge and skills related to race and equity.

Glenn
Singleton's
work framed
our work.



Courageous Conversation

Four Agreements

1. Stay engaged
2. Speak your truth
3. Experience discomfort
4. Expect and accept non-closure

Six Conditions

1. Focus on personal, local and immediate
2. Isolate race
3. Normalize social construction & multiple perspectives
4. Monitor agreements, conditions, and establish parameters
5. Use a working definitions for race
6. Examine the presence and role of whiteness



Getting the Work Started

Small group conversation during our first faculty meeting focused on equity.



Based on your experiences, which are more impactful to students – high expectations or low expectations?



Cultural Proficiency as an SIP Goal

- Cultural proficiency became a required SIP goal in 2015 - 2016.
- Administration developed a goal based on building cultural proficiency through equitable practices.
- **OBSTACLE:** ILT members questioned if the use of equitable practices truly demonstrated cultural proficiency.
 - We needed to be explicit with connections
 - Resources were needed for ILT to show the connections



Making the Connections



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- Training for ILT - Trainer of trainers model
- Provided resources explaining cultural proficiency and culturally responsive teaching through articles and videos

Taking Information to Staff

- ILT members facilitated the same training they had introducing the following concepts:
 - Cultural proficiency
 - Culturally responsive teaching
 - High expectations
 - Equitable classroom practices
- Activity - mapping connections - Training to entire faculty with ILT members facilitating the training.



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With this training, ILT members were able to explain the path between cultural proficiency and equitable classroom practices.

Resource

Diversity Toolkit: Cultural Competence for Educators

<http://www.nea.org/tools/30402.htm>

Cultural Competence Skills

- Valuing Diversity
- Being Culturally Self-Aware
- Dynamics of Difference
- Knowledge of Students' Culture
- Institutionalizing Cultural Knowledge and Adapting to Diversity

Culturally Responsive Teaching Characteristics

- Communicating high expectations
- Learning within the context of culture
- Culturally-responsive curriculum
- Teachers as facilitators
- Student-centered instruction
- Positive perspectives on parents and families

Making Connections

Using words, pictures, or symbols, identify the connections between the following terms:

- Cultural proficiency
- Culturally responsive teaching
- High expectations
- Equitable Practices

Information from:

Diversity Toolkit: Cultural Competence for Educators

<http://www.nea.org/tools/30402.htm>

Cultural competence (cultural proficiency) is the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective or responsive teaching.

Understanding our culture is important so that we understand the cultures that are different from ours. This understanding helps that will help our students to succeed.

There are five basic cultural competence (proficiency) skill

- **Valuing Diversity.** Accepting and respecting different customs, different ways of communicating, or
- **Being Culturally Self-Aware.** Culture—the sum of knowledge, skills, beliefs, values, and interests—are and where they fit in their family, school, or
- **Dynamics of Difference.** Knowing what can and how to respond to these situations.
- **Knowledge of Students' Culture.** Educators understand students' culture so that student behaviors are in context.
- **Institutionalizing Cultural Knowledge.** Competent educators, and the institution institutionalizing cultural knowledge so diverse populations.

Culturally responsive teaching is using performance styles of diverse students to teach to and through students' strength

According to researchers at Brown Univ

- Communicating high expectations
- Learning within the context of
- Culturally-responsive curricula
- Teachers as facilitators
- Student-centered instruction
- Positive perspectives on p

Individuals from _____

Equitable Classroom Practices Self-Assessment Checklist

Equitable Classroom Practice	Frequency of Use			
	Never	Seldom	Sometimes	Often
1. Welcomes students by name as they enter the classroom				
2. Uses eye contact with all students				
3. Uses culturally appropriate eye contact to affirm students				
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important				
5. Arranges the classroom to accommodate discussion				
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students				
7. Uses a variety of visual aids and graphics to support student learning				
8. Leads, uses, and displays visual aids and graphics to support student learning				
9. Models use of graphic organizers in students' heritage languages				
10. Uses class routines and teambuilding activities to promote peer support for academic achievement				
11. Uses cooperative learning structures				
12. Structures heterogeneous and cooperative groups for learning				
13. Uses probing and clarifying techniques to assist students to analyze and synthesize information				
14. Seeks multiple perspectives				
15. Validates all perspectives				
16. Seeks multiple perspectives				

Use the resource to make connections between these concepts.

cultural
proficiency

high
expectations

equitable
classroom
practices

Culturally
responsive
teaching

Another Roadblock on Our Journey



Obstacle #2 - Like the ILT, some staff members could not articulate the connections between cultural proficiency, culturally responsive teaching, high expectations, and equitable practices.

**We realized we would have to
revise our plan.**

Making the Connections ... Again



- Equitable classroom practices had been a focus.
- Teachers received a self-assessment “road map” of the MCPS identified equitable practices.
- We planned a faculty meeting with a specific focus on equitable practices.
- The meeting was framed around a Semantic Feature Analysis that would help staff visualize the connections we were seeking.

Analyzing Culturally Responsive Teaching Strategies – Using a Semantic Feature Analysis



Equitable Classroom Practices	Cultural Proficiency Skills					<i>Characteristics of Culturally Responsive Teaching</i>					
	Valuing Diversity	Being Culturally Self-Aware	Dynamics of Difference	Knowledge of Students Culture	Institutionalizing Cultural Knowledge and Adapting to Diversity	<i>Communicating High Expectations</i>	<i>Learning Within the Context of Culture</i>	<i>Culturally-responsive Curriculum</i>	<i>Teachers as Facilitators</i>	<i>Student-Centered Instruction</i>	<i>Positive Perspectives on Parents and Families</i>
Use of cooperative groups											
Wait Time											
Use of higher order questions for all students											
Providing specific feedback to students											



Another Obstacle



After the Semantic Feature Analysis, staff was clearly able to articulate the connections we sought.

HOWEVER . . .

OBSTACLE #3 - Compliance vs. Commitment - Teachers were using the strategies, but did they really “get” how these strategies supported student learning?

Enter Student Voice



learningpersonalized.com

We decided we needed to make this personal.

Teachers needed to hear from **OUR** students - their hopes, dreams, and how teachers can help them get there.

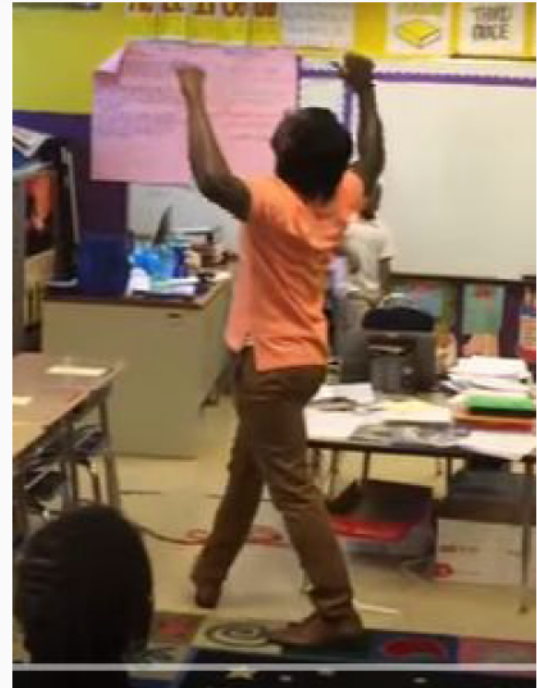
We used this video to help shape our **Student Voice** journey. The video connected culturally responsive teaching with MYP and creating globally responsive citizens.



Culturally Responsive Teaching
Demetrius Lancaster

Culturally Responsive Teaching

In his video, Demetrius Lancaster states that the goal of **culturally responsive teaching** is for students *“... to develop their own voice and become academically successful, critically conscious forces of change in their communities.”*



Student Voice - 2014 - 2015

Some Backstory



pintrist.com

- Completed a Student Voice Project in 2014 - 2015
- Focused on strategies for success
- Student groups analyzed and organized the data to identify trends.
- Students voted on the strategy they felt was most impactful on their learning.
- Information was used, to some extent, in SIP planning

Student Voice 2015 - 2016

Elevating “Agents of Change”



- Used 2014 - 2015 model of interviewing students to develop a presentation for teachers -- Students telling how they want to change the world
- Focus of the Student Voice interviews was how students would become an agent of change:
 - What difference do you want to make in the world?
 - What obstacles might you encounter?
 - How can teachers help overcome these challenges?
 - Can you make a difference?
- Focus on MYP global learners, critical thinkers, agents of change

Student Voice Faculty Meeting



clipartfest.com

- Meeting focused on the student voice responses from the video
- Teachers were asked to make connections between knowing our students and using strategies to support the students in becoming agents of change.



Another Roadblock

The majority of the feedback from the meeting was positive and the staff made great connections.

OBSTACLE #4 - There was some negative feedback about the video. Some teachers felt that the video was showing what teachers were not doing. They felt the video didn't showcase what teachers were doing.

Professional Development - Moving Ahead

- The remainder of the 2015 - 2016 school year, faculty meetings highlighted staff members sharing equitable practices.
- We created videos of staff members where they shared the equitable practice and connected it to high expectations and helping students become agents of change.



Continuing Student Voice 2015 - 2016



- Student responses were used to develop a list of instructional look-fors - strategies that support student learning.
- Students participated in a lesson about student voice and then selected the look-for they felt was the most important in helping them develop their voice.
- The five look-fors identified the most by students were used as the look-fors for a teacher-student walk-through.
- Teachers and student partners went to different classrooms observing for the look-fors. They then had a debrief conversation about what they saw and shared their findings.
- This data was used as part of the root-cause analysis for SIP planning.

Teacher-Student Walk-through 2016 Compiled Results

Instructional Look-fors and Examples	Teachers Demonstrating the Look-for		Students Demonstrating the Look-for	
	Tally of Times Seen	Questions/Comments	Tally of Times Seen	Questions/Comments
<p>Helping Me</p> <ul style="list-style-type: none"> • Rephrase information and questions • Ask questions to help students answer • Give additional information • Show how to do things • Check on students when hands are raised or they are working 	460	<ul style="list-style-type: none"> • We need teachers that break down information. • How can teachers reinforce clear understanding of a task? • Are all students and teachers helping each other out? • Why do teachers do most of the helping? • How can we guide students to be more independent in the classroom? • Why can't there be more than one teacher in every class to give students more attention? • Did the teacher prepare the students who presented their examples? • The teacher spent a lot of time reviewing the steps. • When there is a whole group lesson, there really isn't any help for students. There is no individual attention. • Why don't all teachers help students when they need help? • Did the teacher model what students were supposed to do? • What's the difference between providing answers and actually helping students? • Is teacher help really necessary every day? • Why don't all students get help when they need it? A student was calling for the teacher and the teacher didn't respond. • Is it OK for the teacher to do two times more work than the students? • Do teachers have a limit to the amount of help they give students? 	162	<ul style="list-style-type: none"> • Are all students helping each other out? • I think that helping each other in the student section should be more because how can one feel good about themselves if they are not helping each other? • The helping is important and students should help each other because if one person fails the entire group does. • Why are students so dependent on the teachers? • Is there a way for students to help each other? • Why don't students ask for help when they need it? • Why do students take advantage of teacher's help and knowledge?



Teacher-Student Walk-through 2016 Compiled Results

Instructional Look-fors and Examples	Teachers Demonstrating the Look-for		Students Demonstrating the Look-for	
	Tally of Times Seen	Questions/Comments		Tally of Times Seen
Checking That I Understand <ul style="list-style-type: none"> • Ask questions • Review problems • Check with students as they work • Work with individuals or small groups • Ask if students understand 	449	<ul style="list-style-type: none"> • Checking for understanding throughout the lesson helps with student success • We want teachers to check to see if we got it. • How often do they have tests? • Will the teacher ask high level questions? • Teachers should ask more clarifying questions. • Teachers should use exit cards to evaluate student learning. • Does the teacher really know that each student understands if he/she didn't ask them separately? • Teachers should stop when students are confused and give directions. • How does a student asking questions help a teacher understand what the student understands? 	213	<ul style="list-style-type: none"> • In classes lots of students ask questions and are brave. • How could students do better and get better grades? • Why don't students ask for the teacher to explain something they don't get or understand? • The students should check to see if they need to understand more. • How do kids break down questions? • Why don't students ask enough questions to understand? • Students should be prepared to ask relevant questions. • Do students really understand what the teacher is saying?
Not Giving Up on Me <ul style="list-style-type: none"> • Use encouraging words • Stick with students until they get the right answer • Break down information • Keep explaining; be persistent with students 	317	<ul style="list-style-type: none"> • What can teachers do so that kids don't give up? • When should a student stick with a student answering a question? 	54	<ul style="list-style-type: none"> • Why are there not nearly as many tally marks for students not giving up? • Why didn't some students give up on each other? • How can students encourage other students to succeed? • How can students be encouraged not to give up on themselves and their classmates? • Are students giving up? • Why don't students try harder? • Why don't students focus on the work? • Why don't students care about doing well? • Why do I feel unfocussed in class? What's on my mind?



Teacher-Student Walk-through 2016 Compiled Results

Instructional Look-fors and Examples	Teachers Demonstrating the Look-for		Students Demonstrating the Look-for	
	Tally of Times Seen	Questions/Comments		Tally of Times Seen
<p>Providing Feedback</p> <ul style="list-style-type: none"> • Provide comments on how to improve work • Explain what was right or wrong • Let students fix mistakes • Review assessments • Give examples • Have conversations about work 	334	<ul style="list-style-type: none"> • Providing feedback is important to the success of a student and feeling valued. • How often does the teacher give feedback? • What is the best way to correct a student's reading? • How can we use feedback to keep students engaged in the task? • The teacher gave immediate feedback. • Teachers should be more specific when giving feedback. • Does feedback help students understand what they did well? • Why don't teachers explain feedback so that students can fix their mistakes? 	107	<ul style="list-style-type: none"> • Are students able to give feedback respectfully? • How can getting feedback be more helpful?
<p>Being Polite/Respectful</p> <ul style="list-style-type: none"> • Do not interrupt or call out • Pay attention and listen to others • Say positive things • Acknowledge people who have things to share or ask • Do not be rude or raise your voice 	305	<ul style="list-style-type: none"> • The teacher could have controlled the students more and told them to pay attention. • Try to help the distracting students talk lower. • If the teacher was in a different position, he/she would have seen the things students were doing. • Do the teachers notice that students are playing around? • How can a teacher and student create a better relationship? • Why aren't teachers harder on students and giving them consequences? Teachers should be hard on students, not soft. They should scare students with consequences so students do the work. • Teachers should have an alternate plan for students who are not behaving. • The teacher should respond with eye contact and maybe information when I raise my hand. • The teacher was consistent with emotions towards each student. 	300	<ul style="list-style-type: none"> • Why do students feel the need to point out what's wrong with another student's response? • Why are students allowing themselves to be distracted? • Why do students turn up so quickly? • Why were students off task? • Do the students behave the same when the teacher isn't there? • Did the students behave differently because we were watching? • How can we get students to be more attentive like the teachers? • Most students are paying close attention. • Why are students so disrespectful? Do they do it for no reason? • Why do students play around? • Why don't students encourage other students to pay attention? • Why do students have to be so rude? • Why was the class so loud?



Continued Work with Equity 2016 - 2017

- Focus this year is the Conditions of Courageous Conversations about Race
- Staff members have supported planning and facilitating the meetings.
- This has allowed us to create a stronger base of “equity warriors” among staff members.




Create a “recipe” for cultural proficiency showing connections between key concepts related to our race and equity work.

The recipe must include the following “ingredients:”

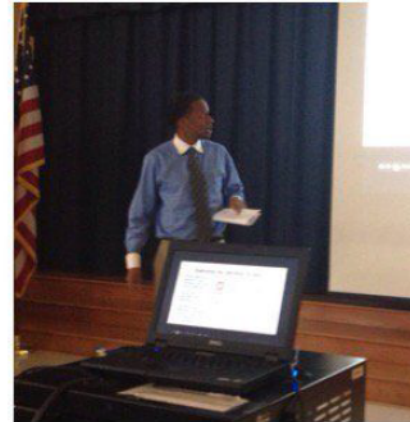
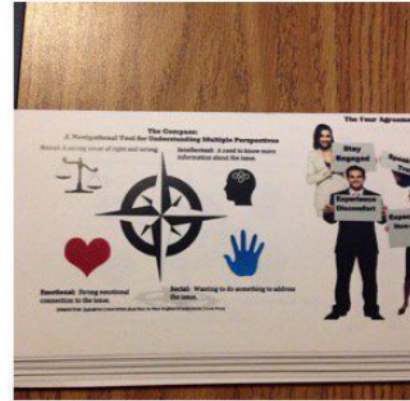
- ▶ Condition 1
- ▶ Condition 5
- ▶ Compass
- ▶ Agreements

Once your recipe is complete, hang it up in the cafeteria.



Increasing the Base of Equity Warriors

Helping to build a community of students who are agents of change



Student Voice - 2016 - 2017



- Teachers and students suggested questions.
- ILT selected 3 questions from each set of questions (student and teachers) for the student voice discussions.
- Over 200 students signed up to participate in focus group conversations.
- Information from the focus groups was compiled.

Small Groups of Students Met with Staff Members

Dr. Yolanda Stanislaus with her
Student Voice Group



List of Strategies Most Frequently Identified as Supporting Student Voice

<i>Instructional Practice</i>
Letting me figure out the answers to challenging problems on my own
Calling on students randomly
Asking complex questions
Letting me read by myself and then discussing ideas with a group
Providing a variety of learning activities
Pacing the lesson so that I have time to process information
Making connections to me and my life
Writing down information so I can see it as well as hear it
Having group discussions
Using Chromebooks, computers, and Google Classroom
Reviewing information (previous lessons)
Explaining information and directions thoroughly
Giving choices
Giving hands-on activities and projects
Helping us during class with assignments
Supporting us, showing you care
Encouraging us

Student Voice Lesson



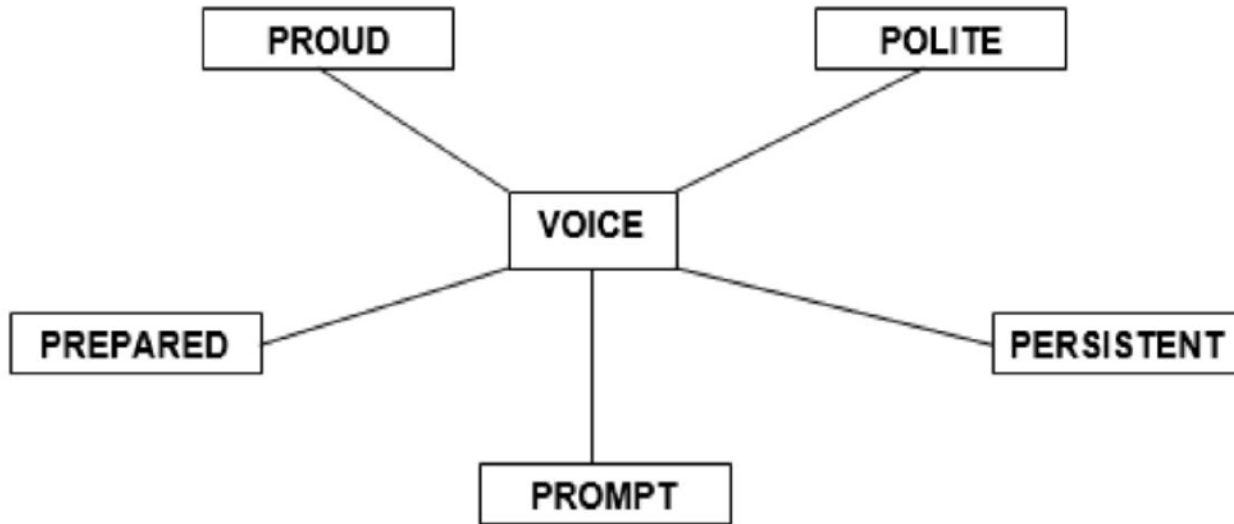
- Focus is developing the skills needed in order to share your voice so it can be heard.
- Quote - *“One voice can change a room, and if one voice can change a room, then it can change a city, and if it can change a city, it can change a state, and if it can change a state, it can change a nation, and if it can change a nation, it can change the world. Your voice can change the world.”*

~President Barak Obama, 44th President of the United States

- Students voted on the instructional strategies (from the focus groups) they feel are the most important for developing their voice.



Select 3 of the 5 P's.
On the line between the 5 P and
the word "voice," explain how that
5 P can help a person's voice be
heard better.



This was one activity in our 2017 Student Voice lesson, allowing students to make the connections between the school core values and making your voice heard.

Student Voice Video - 2017



clipartpanda.com

- Focus on being agents of change
- All students invited to participate
- Modeled after 2015 - 2016 video
- Received parental permission so that video could be shown outside of the school
- Will be used with race and equity work

Student Voice Video



Using Our Students' Voices to Drive Professional Learning

- Connecting the video to the Six Conditions
- Using close reading strategies to identify student statements that resonate
- Small PLC conversation - After seeing this video, why do courageous conversations about race matter?
- What can we, as educators, do to make a difference?



Next Steps



- Based on the lesson voting, “look-fors” will be developed.
- At the end of April, we will have a teacher-student walk-through.
- NJHS and SGA students will review results from the walk-through and make SIP suggestions for the leadership team.
- In May/June, student representatives will share their suggestions about supporting students in developing their “voices” to the leadership team.

Think-Pair-Share Summarizer

Why is
cultivating
student voices
critical in making
this image a
reality?



Questions/ Answers



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