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The Beacon in Our Journey: Next Stop: From Student Voice to Student Action

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Next Stop: From Student Voice to Student Action



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

Presented by

Norman L. Coleman - Principal

Beth Hester – MYP Coordinator

Helen Webster – Staff Development Teacher

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
- Discussed school-based strategies to increase student service and action
- Heard one school's journey to reducing the achievement gap



Activator - Placemats

Placemats

"Many people stand up for many people's rights. So, I can also stand up for people's rights. I can also help people."

"I want to be more productive in my community. I want to be a part of something bigger."

"I want to be an agent of change for myself in the way that I'll always look for a better path, and try to ask other people in my community to help me improve as a student and as a person overall."

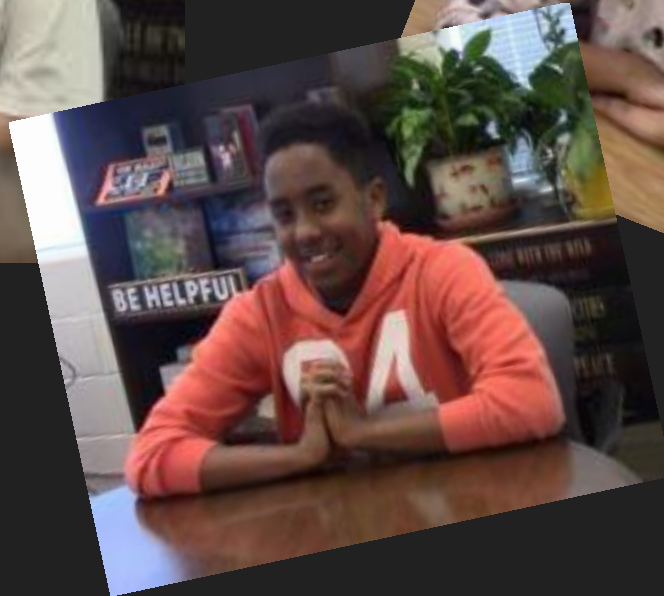
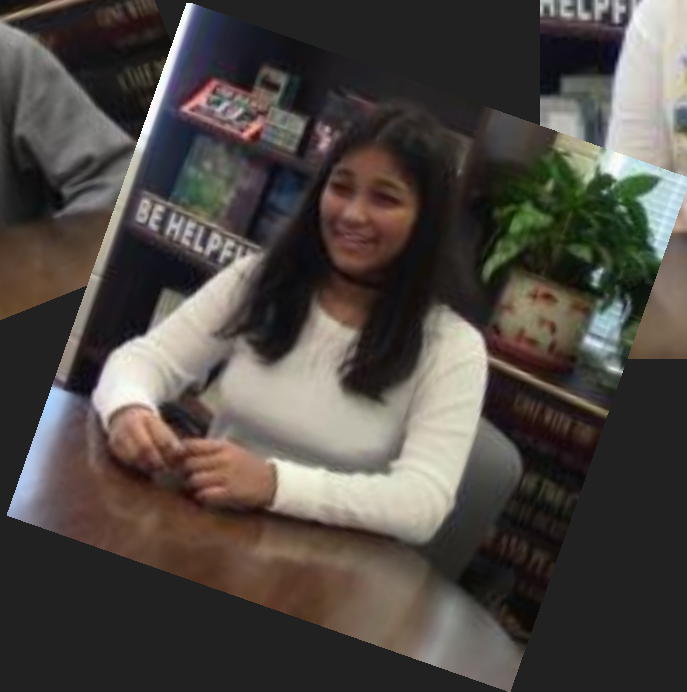
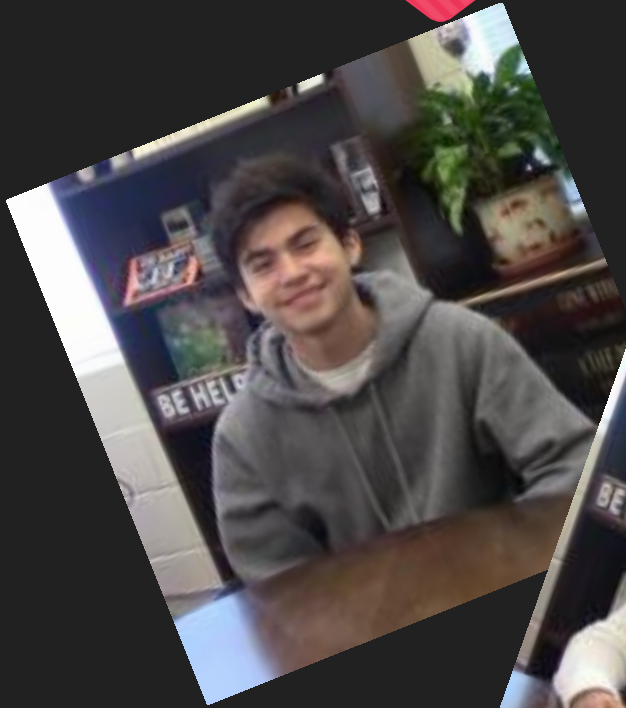
"If we all gathered up and spoke as one with power, we can do anything."

"If you don't share your voice, you're not going to be heard. No one's going to listen to what you have to say. And if you don't share it, then you're not setting people up for failure, you're setting yourself up for failure."

Identify the quote that "speaks to you" the most.

Find 1 or 2 other people and share your quote. Talk about why you selected it.

The Faces Behind the Quotes



Francis Scott Key Middle School

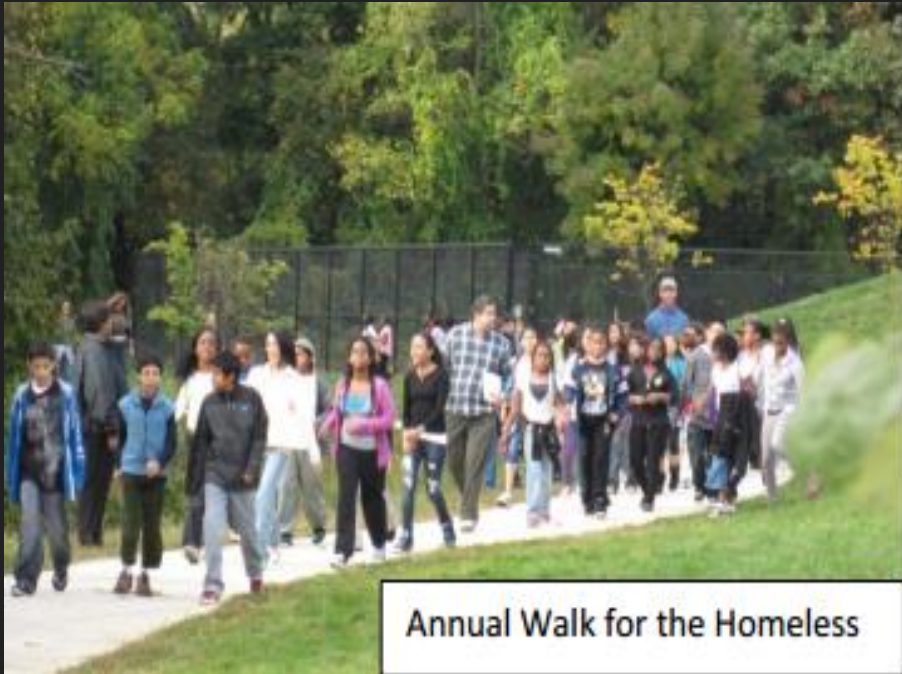
Who Are We?



- 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 50-year old building
- International Baccalaureate Middle Years Programme and Positive Behavior Intervention Systems Program since 2009.



Francis Scott Key Middle School School at a Glance

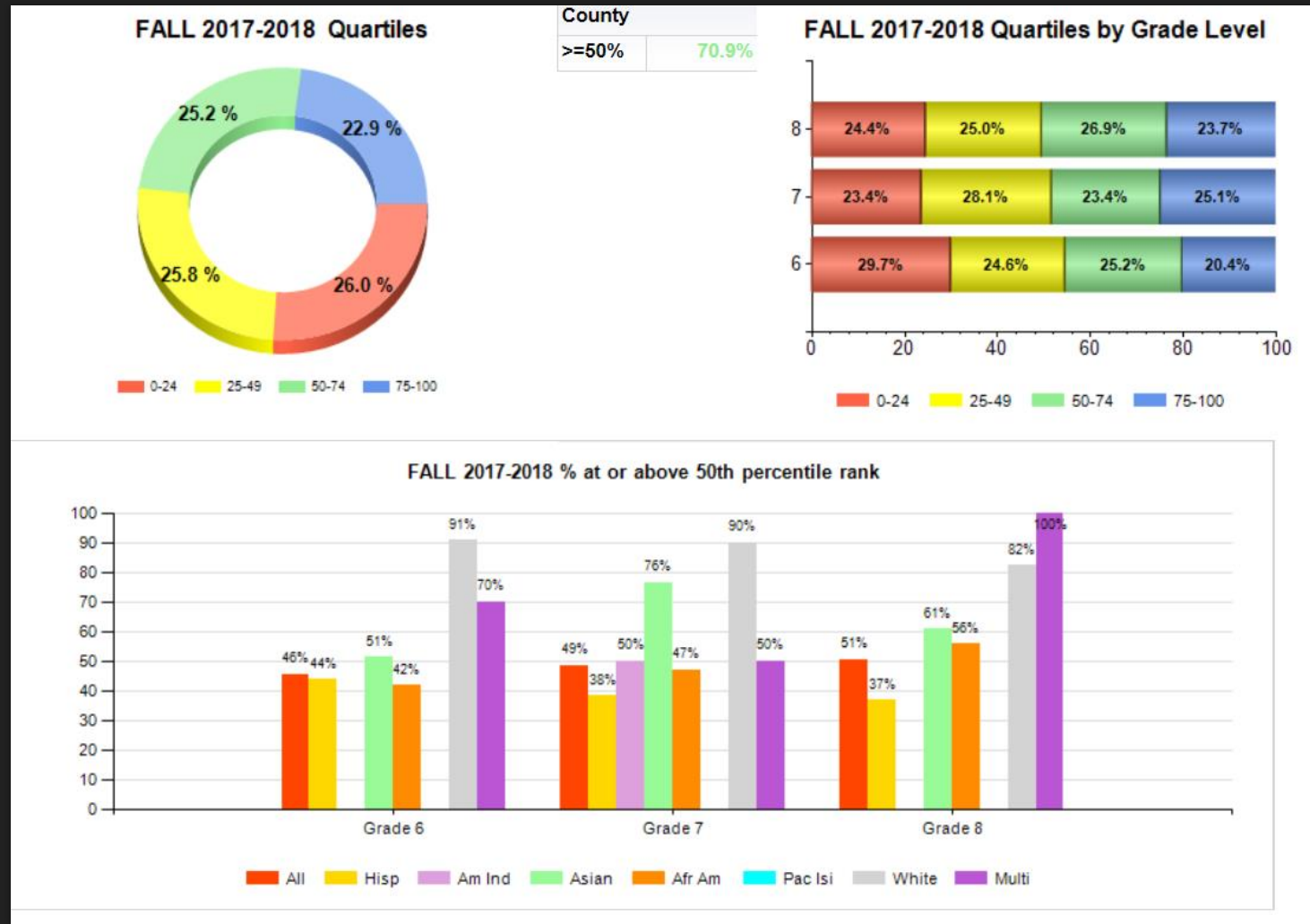


Group	Number	Percent
Total Group	985	100.0
Grade 6	357	36.24
Grade 7	313	31.78
Grade 8	315	31.98
Asian	100	10.15
African American	446	45.58
American Indian/ Asian Native	4	0.41
Hispanic	381	36.68
2+ Races	15	1.52
White	39	3.96
ESOL (1 – 5)	127	12.89
ESOL 10	26	2.64
RELL	47	4.78
Students with Disabilities	86	8.73
FARMS	664	67.75

Measures of Academic Progress in Reading Fall Administration

MAP-R is a computer-based reading diagnostic test given three times each year providing both performance and progress data for students.

This is a system milestone.

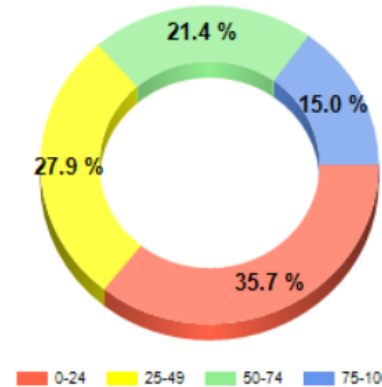


Measures of Academic Progress in Math Fall Administration

MAP-R is a computer-based math diagnostic test given three times each year providing both performance and progress data for students.

This is a system milestone.

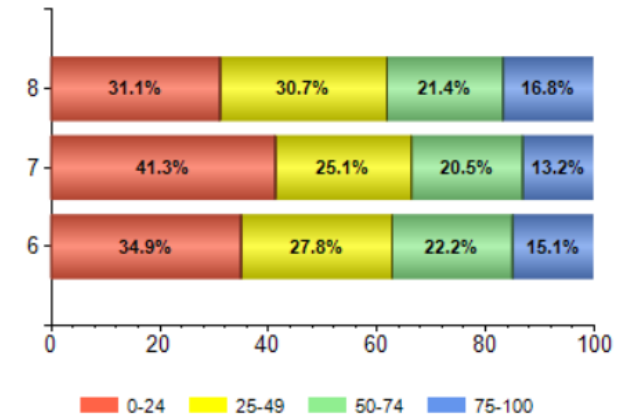
FALL 2017-2018 Quartiles



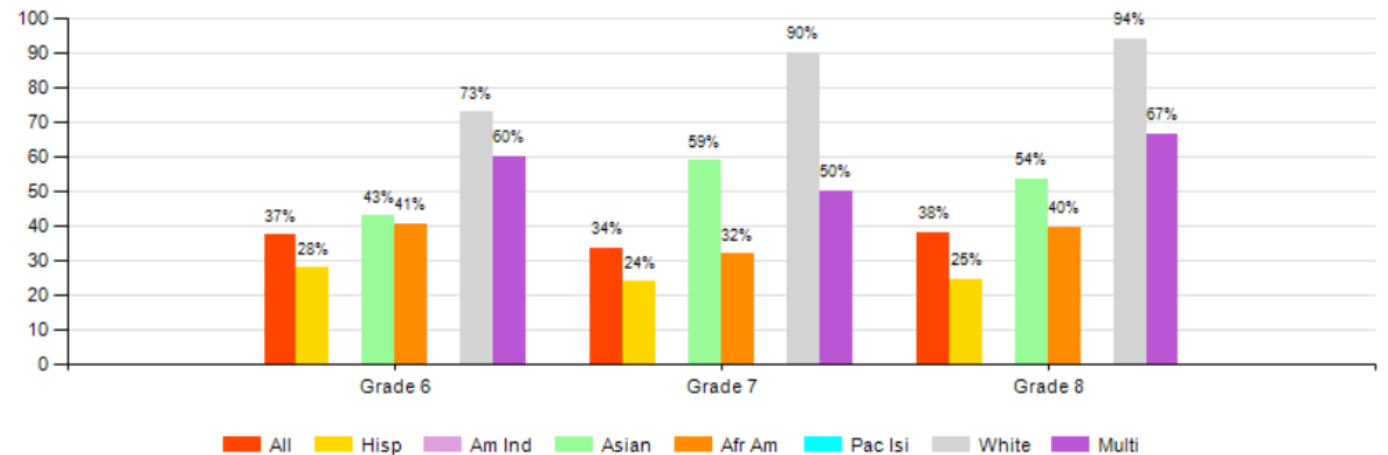
County

>=50% 59.3%

FALL 2017-2018 Quartiles by Grade Level



FALL 2017-2018 % at or above 50th percentile rank



Evidence of Learning - Literacy

for School Improvement Plan Targeted Groups

2017 – 2018 Baseline Data

Performance Measure	Grade 6		Grade 7		Grade 8	
	African American	Hispanic	African American	Hispanic	African American	Hispanic
MAP-R % meeting proficiency goal	21.32	21.4	35.7	24.0	41.2	33.0
English/ESOL Course Grade C or Higher MP1 and 2 OR B or Higher MP2 (G 6) C or Higher MP3 and 4 OR B or Higher MP4 (G 7 & 8)	81.2	87.2	89.7	83.8	86.12	83.2
PARCC Earned a 4 or 5	29.0	20.9	40.3	25.6	33.4	30.8
Earned a 3, 4, or 5	61.1	55.4	70.5	58.9	66.0	59.1

Evidence of Learning - Math

for School Improvement Plan Targeted Groups

2017 – 2018 Baseline Data

Performance Measure	Grade 6		Grade 7		Grade 8	
	African American	Hispanic	African American	Hispanic	African American	Hispanic
MAP-M % meeting proficiency goal	26.5	25.6	37.8	22.3	40.0	39.2
English/ESOL Course Grade C or Higher MP1 and 2 OR B or Higher MP2 (G 6) C or Higher MP3 and 4 OR B or Higher MP4 (G 7 & 8)	76.1	76.3	82.1	68.9	89.7	81.0
PARCC - Math Earned a 4 or 5	11.5	7.1	9.8	7.1	5.6	0.0
Earned a 3, 4, or 5	38.2	41.6	52.2	41.6	5.6	4.5

School Improvement Plan Goals

Literacy Goal

By the end of the 2017 – 2018 school year, we will increase the percentage of students meeting at least 2 or the 3 Literacy Evidence of Learning measures with the ultimate goal of 100% with a particular focus on increasing the percentage of African American (from 95% to 98%) and Hispanic students (from 90% to 95%) meeting the EoL, reducing the achievement gaps between African American and Hispanic students and Asian and White students.

Math Goal

By the end of the 2017 – 2018 school year, we will increase the percentage of students meeting at least 2 or the 3 Mathematics Evidence of Learning measures with the ultimate goal of 100% with a particular focus on increasing the percentage of African American (from 92% to 96%) and Hispanic students (from 84% to 92%) meeting the EoL, reducing the achievement gaps between African American and Hispanic students and Asian and White students.

The Linkages Chart shows the School Improvement Plan at a glance.

STUDENT AND STAKEHOLDER FOCUS

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

Engaging with Higher Level Questions - All students need the opportunity to engage in high levels of thinking to process rigorous content. By providing the knowledge and skills for students to read, write, and think independently about higher level questions through the use of close reading and discourse strategies, students will have the opportunity to make their thinking visible through their writing. These processes will promote the *Thinking* skills necessary to engage with increasingly rigorous content as students move through high school and to college and career.

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:

- Developing questions that will engage students in high levels of *thinking* of rigorous text.
- Understanding close reading strategies and discourse strategies across content areas as a way to elevate metacognition.
- Understanding the process of responding to reading through writing: analyzing the prompt; understanding the criteria for success; organizing ideas from close reading into responses.
- Developing culturally responsive classrooms that focus on equitable classroom practices supporting *ATL skills*.
- Accessing and analyzing data to identify individual student needs

Instructional Leaders need professional development on:

- Using observation tools to provide feedback on teaching and learning focused on high expectations for to elevate culturally responsive teaching.
- Facilitating effective coaching conversations around planning, data, and equity.
- Accessing, collecting, and analyzing a wide variety of data to assess the impact of processes
- Developing PLCs in order to create teams focused on elevating achievement to reduce the achievement gap.

Francis Scott Key Middle School Linkages Chart 2017 -2018

LEADERSHIP

Vision Statement: Collaborating for innovation and excellence for all

Mission Statement: Through inquiry-based learning and a collaborative, rigorous instructional program, the Francis Scott Key Middle School community will prepare students to be the global leaders and innovators of today and tomorrow.

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 with a specific focus on the values of open-mindedness, action, growth mindset, and reflection.

STRATEGIC PLANNING

Math Goal

By the end of the 2017 - 2018 school year, we will increase the percentage of students meeting at least 2 or the 3 Mathematics Evidence of Learning measures with the ultimate goal of 100% with a particular focus on increasing the percentage of African American (from 92% to 96%) and Hispanic students (from 84% to 92%) meeting the *EoL*, reducing the achievement gaps between African American and Hispanic students and Asian and White students.

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PROCESS MANAGEMENT

- PLCs to develop strategic, relevant, rigorous lessons and *MYP units* using the Planning for Powerful Instruction tool.
- Formal and informal observations (including instructional rounds, peer visits with reflections, walk-throughs) of instructional *standards and practices* including *reflective* conversations.
- Use of teacher, parent, and student voice data in order to support student achievement and the reduction of the achievement gap.
- Use of culturally responsive instructional practices to ensure the high expectations necessary to create *globally-minded* agents of change.

PERFORMANCE RESULTS

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

By the end of 2017 - 2018:

- Met at least 2 or the e Evidence of Learning Measures for Math
 - **Grade 6** - African American (95%); Hispanic (91%)
 - **Grade 7** - African American (97%); Hispanic (92%)
 - **Grade 8** - African American (97%); Hispanic (94%)
- Met at least 2 or the e Evidence of Learning Measures for Literacy
 - **Grade 6** - African American (96%); Hispanic (93%)
 - **Grade 7** - African American (99%); Hispanic (97%)
 - **Grade 8** - African American (98%); Hispanic (94%)

See Data Charts for additional information.

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.

- Informal observations of PLC planning will be used to monitor the application of SIP-identified practices during the planning process. (Level 2)
- Informal observations of classroom instruction will be used to monitor the implementation of SIP-identified practices. (Level 4)
- A variety of formative assessment data such as MCPS formative assessments (including Performance Matters assessments), MCPS Progress checks, MYP assessment tasks, and classroom assessments will be used to monitor progress towards the SIP goal. (Level 5)
- 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. (Levels 0, 2, 5)

Middle Years Programme

Our Mission Statements

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.



Francis Scott Key Middle School Mission Statement



Through inquiry-based learning, collaboration and a rigorous instructional program, the Francis Scott Key Middle School community will prepare students to be the global learners and innovators of today and tomorrow.

International Baccalaureate (IB) Aims

- **The program encourages:**
- **International Mindedness**
- **Critical Thinking**
- **Positive attitudes** toward learning
- **Connections** to real life and subject matter
- Development of **communication skills**, including oral and written communication
- Development of the whole student through the **learner profile**—physically, cognitively, emotionally, and ethically
- **Community and Service**



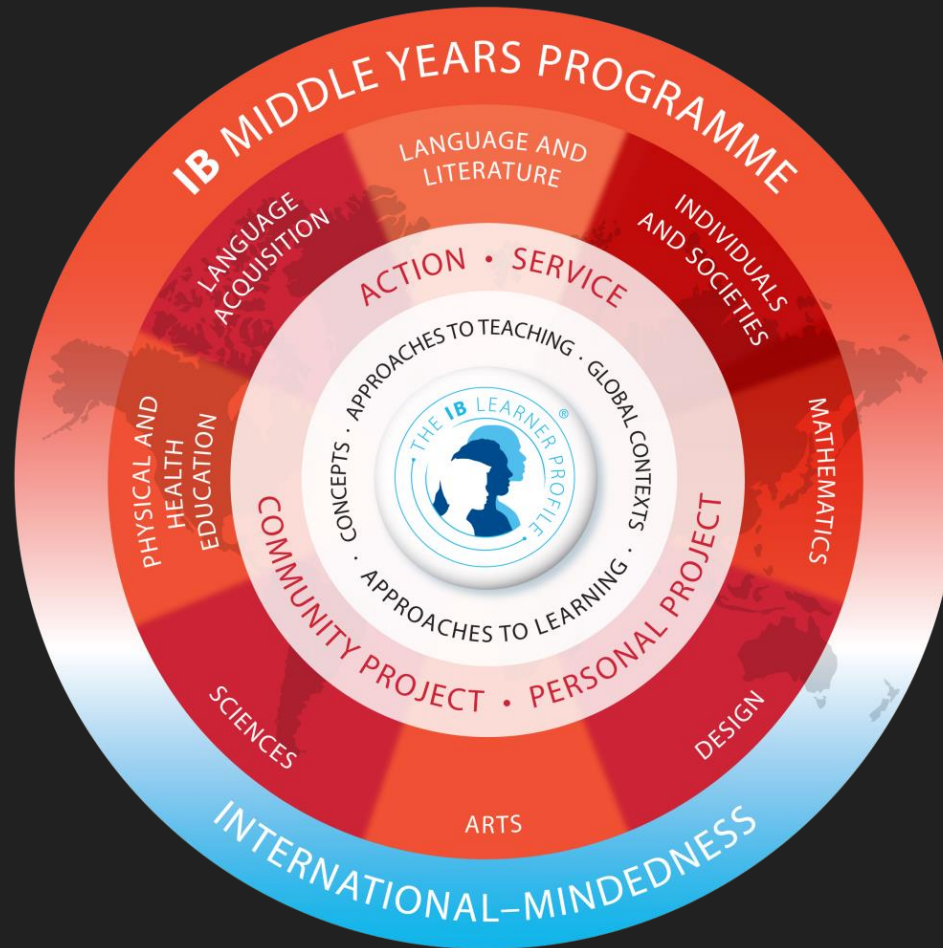
MYP Programme Model

Eight subject
groups

Concepts and
contexts

IB Learner
Profile

Student at the
center



MYP Philosophy

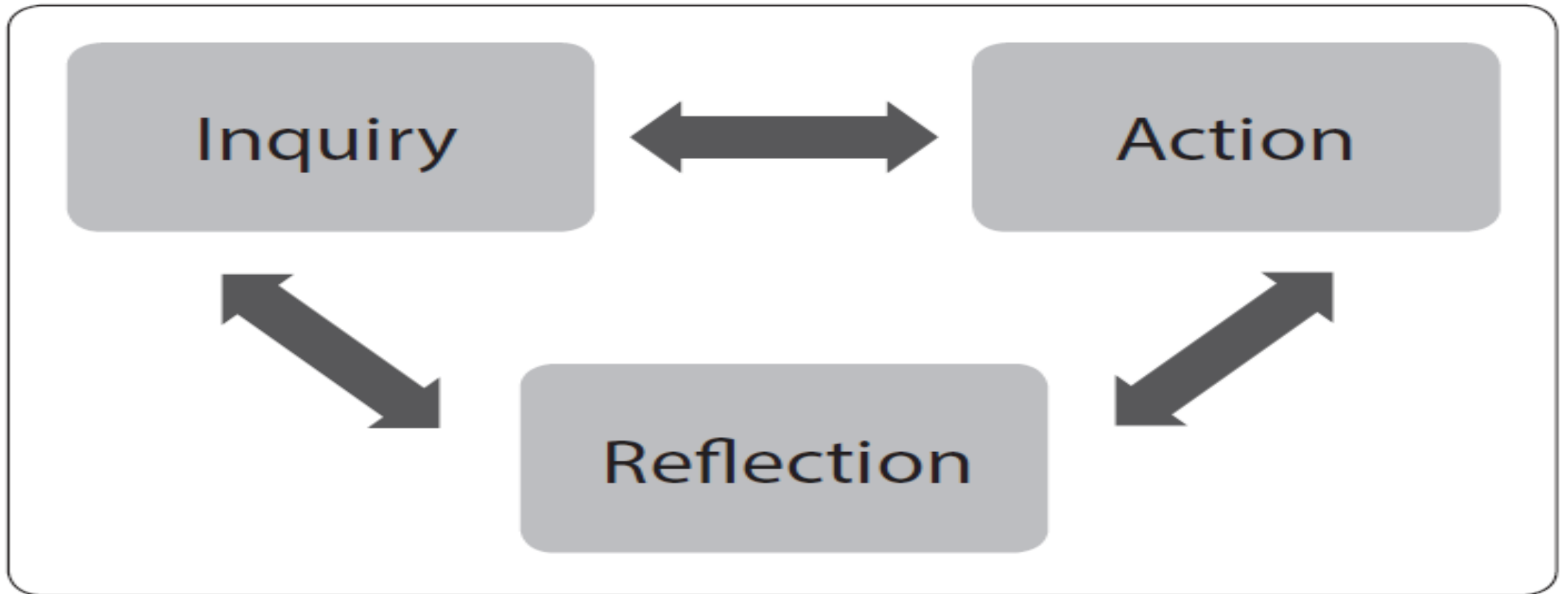


Figure 2

The Learner Profile

IB learner profile

- The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century
- As IB learners we strive to be:
 - inquirers
 - knowledgeable
 - thinkers
 - communicators
 - principled
 - open-minded
 - caring
 - risk-takers
 - balanced
 - reflective



Approaches to Learning (ATL)

TRANSDISCIPLINARY SKILLS

SOCIAL SKILLS	COMMUNICATION SKILLS	THINKING SKILLS	RESEARCH SKILLS	SELF-MANAGEMENT SKILLS
<p>Accepting Responsibility</p> <p>Respecting Others</p> <p>Cooperating</p> <p>Resolving Conflict</p> <p>Group Decision Making</p> <p>Adopting a Variety of Roles</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Non-Verbal Communication</p>	<p>Acquisition of Knowledge</p> <p>Comprehension</p> <p>Application</p> <p>Analysis</p> <p>Synthesis</p> <p>Evaluation</p> <p>Dialectical Thought</p> <p>Metacognition</p>	<p>Formulating Questions</p> <p>Observing</p> <p>Planning</p> <p>Collecting Data</p> <p>Recording Data</p> <p>Organizing Data</p> <p>Interpreting Data</p> <p>Presenting Research</p>	<p>Gross Motor Skills</p> <p>Fine Motor Skills</p> <p>Spatial Awareness</p> <p>Organization</p> <p>Time Management</p> <p>Safety</p> <p>Healthy Lifestyle</p> <p>Codes of Behaviour</p> <p>Informed Choices</p>

Global Context



Identities and Relationships

Scientific and Technical Innovation

Personal and Cultural Expression

Orientation in Time and Space

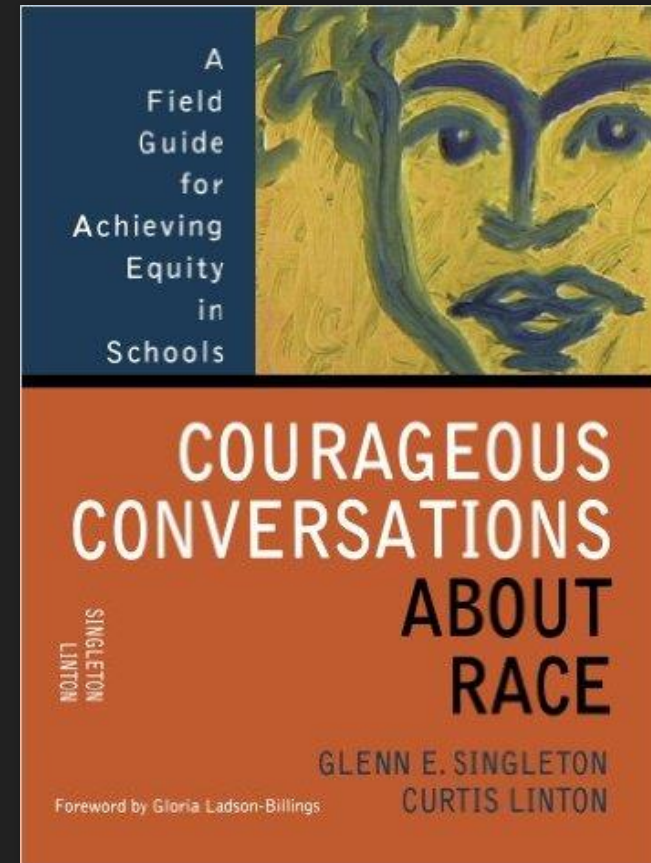
Globalization and Sustainability

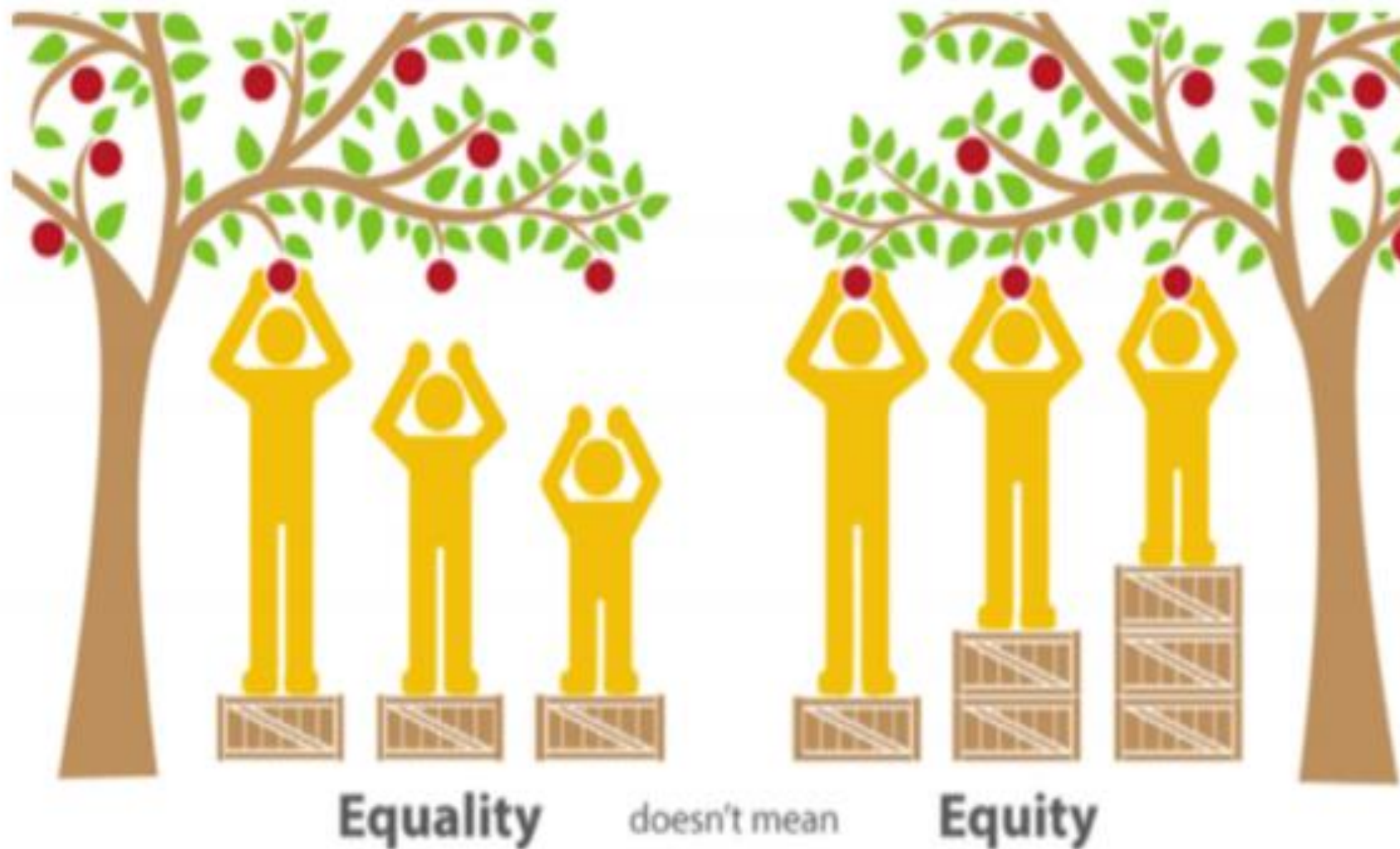
Fairness and Development

MYP – Working to Build Students of Action

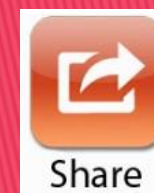
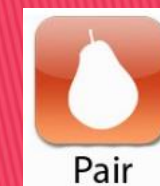
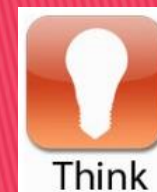
Journey towards Cultural Proficiency

Glenn Singleton's work has provided the foundation for the professional learning of the staff.





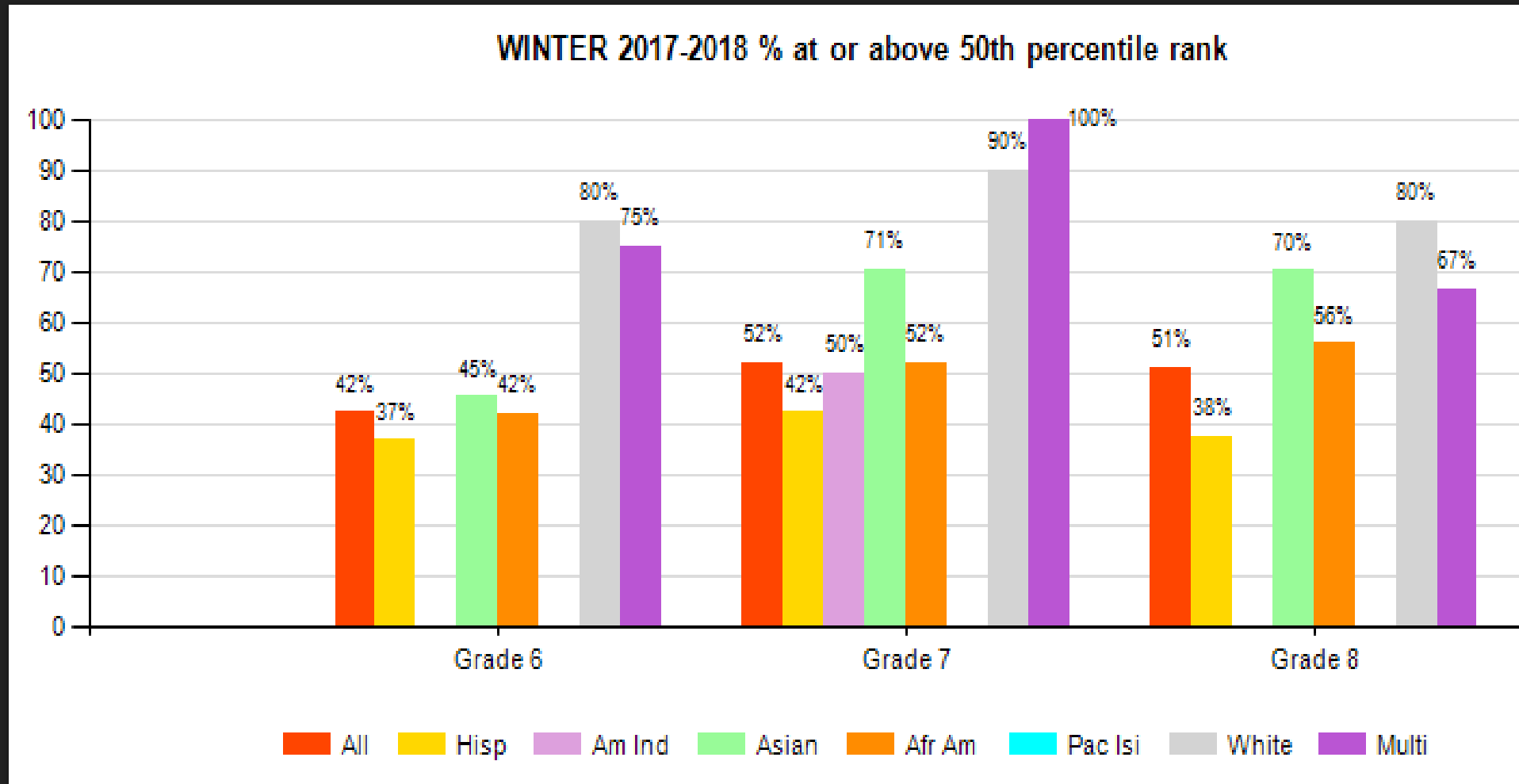
Why does
this
picture
matter?



<http://www.gcorr.org/equity-vs-equality/>

Why is culturally responsive teaching critical?

Student achievement is distinguishable by race.



Clarifying Meaning

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

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

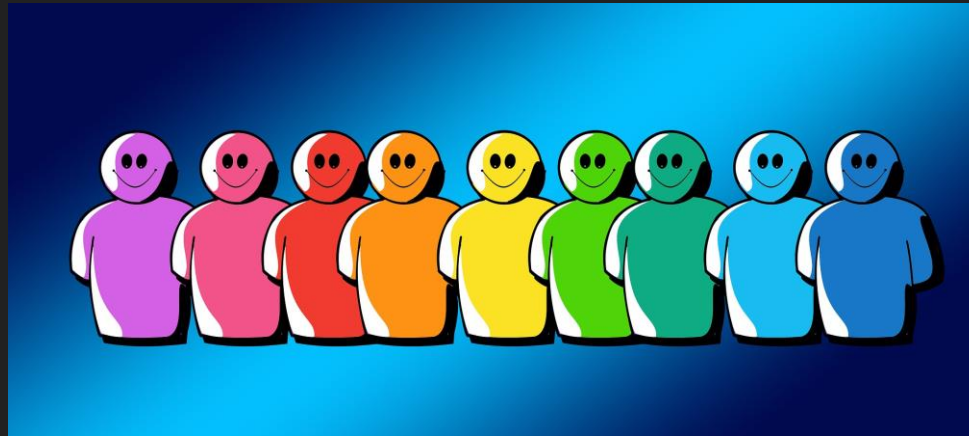


These
tenets
framed
our
work.

2017 – 2018 - Cultural Proficiency Focus

Condition 1

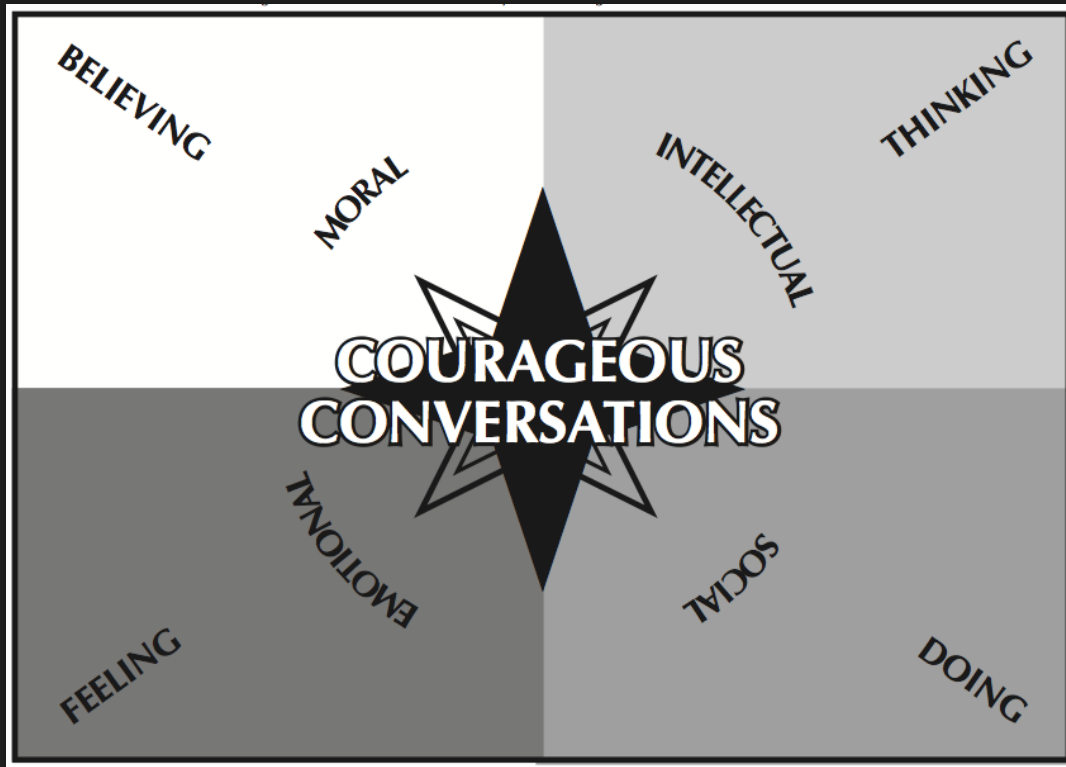
Focus on
Personal, Local
and Immediate



Condition 3

Normalize Social
Construction and
Multiple
Perspectives

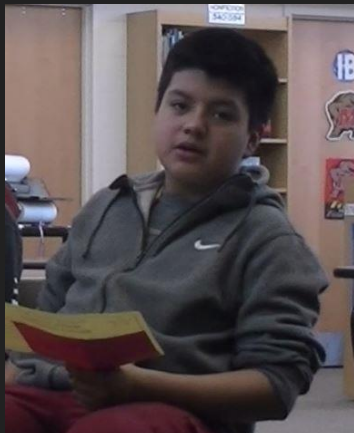
Making In Personal Connecting to the Compass



<https://wvcglobalc.wordpress.com/2015/02/10/courageous-conversations-about-race/>

2017 – 2018 Focus

Using cultural proficiency and personal conditions to create an environment that supports student of action



The Importance of Listening

Why do we need to listen to our students to understand their Condition 1?



Reflecting on the Message

Why are we morally obligated to change the face of our data to enable students be global learners and innovators of today and tomorrow?

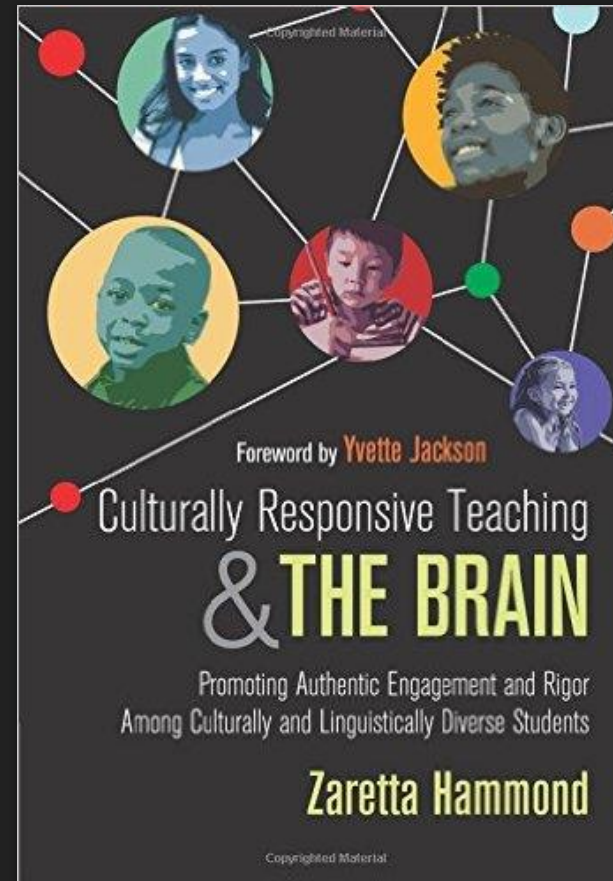


[Link to short video of teachers](#)

Importance of Trust

Trust Generators

- Selective Vulnerability
- Familiarity
- Similarity of Interests
- Concern
- Competence



Using the
work of
Zaretta
Hammond

Corners



Trust Generators

- Selective Vulnerability
 - Familiarity
 - Similarity of Interests
 - Concern
 - Competence
- Select the trust generator that you feel is the way you most often build your trust for others.
 - Move to the identified area in the room.

Corners Conversation

- What is it about this trust generator that supports you in establishing a trusting relationship?
- How would this trust generator be helpful in establishing an environment that builds an understanding of who students are as a way to create learners and innovators?



<https://engagedly.com/dos-and-donts-of-giving-360-feedback/>

The Importance of Brain Theory

Culturally Responsive Brain Rules

Zaretta Hammond

- The brain seeks to minimize social threats and maximize opportunities to connect with others in community.
- Positive relationships keep our safety-threat system in check.
- Culture guides how we process information.
- Attention drives learning.
- All new information must be coupled with existing funds of knowledge in order to be learned.
- The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking and learning.

Culturally Responsive Teaching, the Brain, and Kids

- After examining the Brain Rules, teachers developed questions that they could ask students focusing on those brain rules.

Examples:

- ❖ **What makes you feel threatened at school?**
- ❖ **What makes you feel secure at school?**
- Small groups of teachers then met with several students to ask these questions.



Reflecting on the Messages

Staff Responses

- “Understanding the importance of culturally responsive teaching empowers students and makes us better teachers.”
- “You have to be able to step outside of yourself as an educator.”
- “I want my students to feel relevant and to provide an environment in which they feel safe and valued, in order for them to achieve and learn.”
- “We need to make a change in the way we teach to connect the content to students’ lives.”
- “There was a big focus on teachers not being so serious and the importance of humor. These methods are culturally responsive.”

Reflecting on the Messages

Staff Responses

- “When we are culturally responsive, we realize our students are more than students. They re friends, children, siblings, artists, writers. . .”
- “The students data was eye-opening and it made me think about the challenges and struggles that exist with our scholars. If we open our hearts and minds to ALL children, we can make a difference in their lives.”
- “It’ much easier (and more comfortable) to accept things the way they are. You must be willing to stand up for your beliefs if you want to influence real change.”
- “Our students will be entering a culturally diverse world and we need to be able to help them navigate that world. They way we teach them will help.”

Reflecting on the Messages

Staff Responses

- “Culturally responsive teaching begins with an understanding of where the students are now. They come from different cultures with different challenges and knowing this allows teachers to make that connection with them. Moving them for their position of “challenge” to their pathway toward success.”
- “Making sure that I am sensitive to everyone’s voice and that our students also see themselves in the global context of today and the future.”
- “It may not be easy, but we have a moral obligation to each of our students to help them achieve and reach their excellence using their strengths.”
- “Everyone has something that affects how they learn or understand the world. There is not a one size fits all. It’s important to understand that when teaching.”

Student Voice – 2014 – 2015

The Backstory

- The first Student Voice Project in 2014 – 2015 focused on strategies for student success.
- There was no connection to culturally responsive teaching.
- Student groups analyzed and organized data to identify trends.
- Students voted on the strategy they felt was most impactful on their learning – listening.
- Completed a teacher-student walk-through looking for evidence of listening.
- Information was used, to some extent, for SIP planning.



Enter Student Voice



learningpersonalized.com

We decided we needed to make this personal.

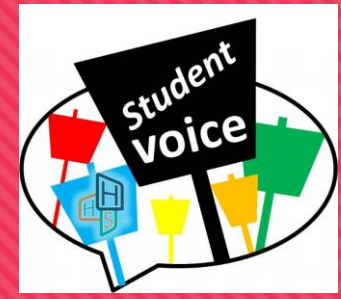
Teachers needed to hear from OUR students – their hopes, dreams, and how teachers can help them get there.

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



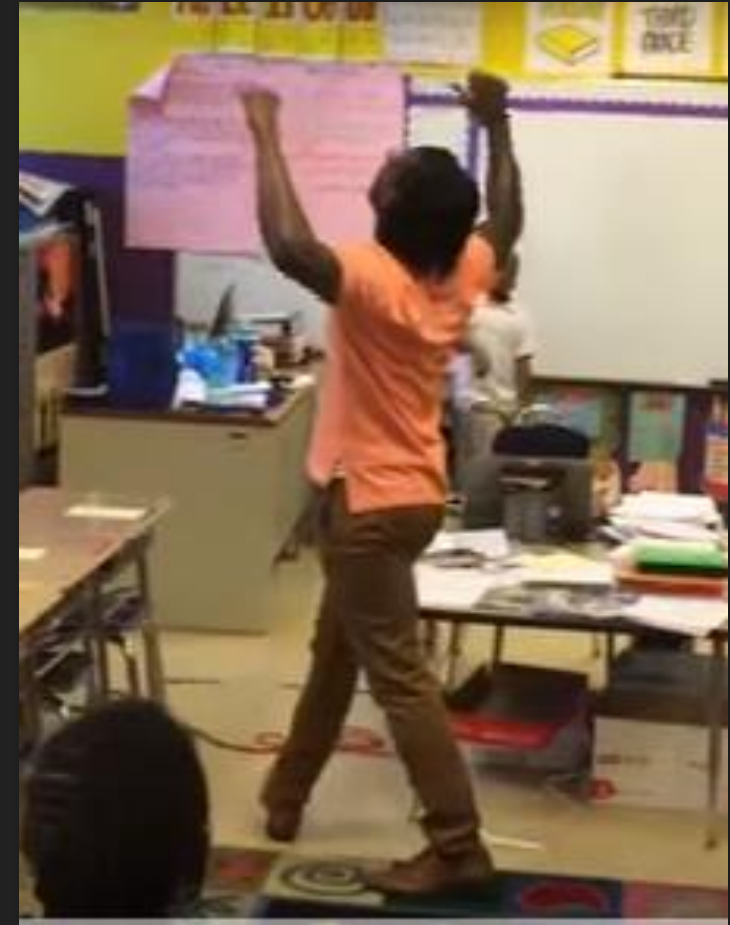
Culturally Responsive Teaching
Demetrius Lancaster

Enter Student Voice



learningpersonalized.com

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 – 2015 – 2016

Elevating “Agents of Change”

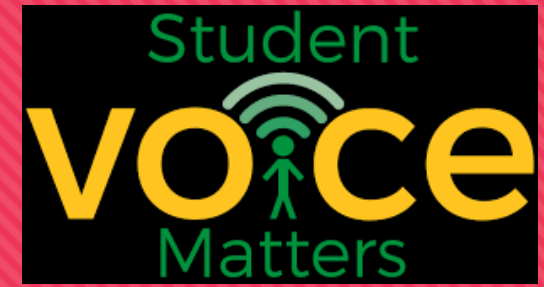
- We continued the model of interviewing individual students to develop a presentation for staff.
- The students told about how they wanted to change the world.
 - What difference do you want to make in the world?
 - What obstacles might you encounter?
 - How can teachers help you overcome these challenges?
 - Can you make a difference?
- We focused on creating MYP global learners, critical thinkers, and agents of change.



Pintrust.com

Student Voice – 2016 – 2017

Hearing More Voices



[youtube.com](https://www.youtube.com)

- Teachers and students suggested questions for the focus groups.
- Over 200 students signed up to participate in focus group conversations.
- Small groups of students met during their lunch periods with different staff members to share their responses to questions.
- Students identified strategies that best supported them as learners.
- We used the results for another teacher-student walk-through.

<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

Using Student Voice for Professional Development



clipartfest.com

- We presented a video of the student interviews during a faculty meeting.
- Teachers were asked to make connections between knowing our students and using strategies to support the student in becoming agents of change.
- Subsequent faculty meetings highlighted staff members sharing equitable practices. Staff members connected their practices to high expectations and helping students to become agents of change.
- We held another teacher-student walk-through, with a focus on student-identified “look-fors.”



Pintrust.com

- We developed a Student Voice video featuring 20 students.
- The video was used with the school's race and equity work.
- Working with these students helped solidify the next step with student voice – moving from voice to **ACTION.**



Student Voice – 2017 – 2018

From Voice to Action

- We developed faculty meetings focused on the need for creating conditions where students can be learners and innovators.
- We provided school-wide lessons for students focused on how serving the community is supported by the school's core behavioral expectations.
- We are providing students the opportunity to take action.



<https://education.scholastic.ca/productlist/TAKE-ACTION>

Developing Students of Action



- As part of the Positive Behavior Intervention Systems program, we have created lessons geared to creating students of action.
- We are making connections between being polite and taking action.

November Lesson

- Shared school data – our referrals say we are not polite
- Why is being polite important?
- Listing and prioritizing reasons why people are polite
- Viewing a video – If you Give a Little Love



Creating a Plan

At the end of the lesson, students worked in groups to identify different projects or activities that we could do as a school to promote a community of kindness.

These were some of their ideas.

- **Politeness Patches – Whenever someone sees someone else being polite they write it on a patch. Eventually we can build a mural with the patches.**
- Raise money to provide students with school supplies.
- Give teachers some coffee.
- Create a club where people talk to each other about their problems.
- **Create posters about being polite.**
- **Make a video or PSA about how to spread being kind or not bullying**
- Create a mural that has an image that encourages politeness.
- Practicing being an inquirer and a thinker.
- Stop spreading rumors yourself.
- Have daily quotes.

February Lesson

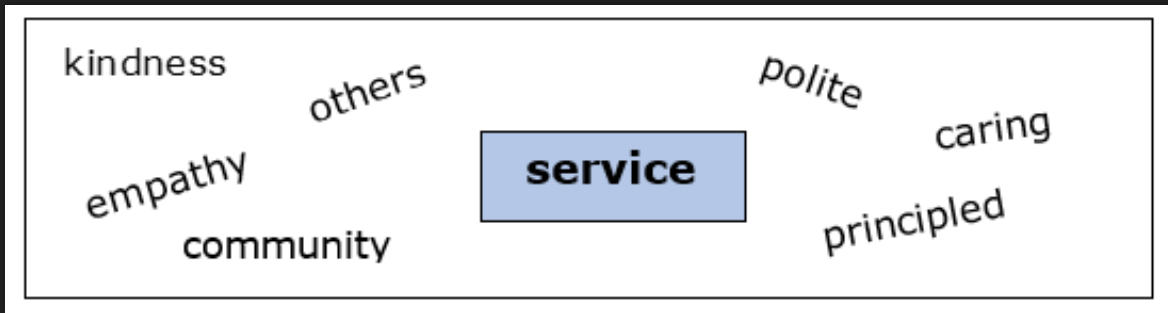


“Life’s most persistent and urgent question is, ‘What are you doing for others?’”

~Dr. Martin Luther King, Jr.

- What does this quote mean?
- Why does it matter?

Service Word Splash



- Work in groups of 3 or 4.
- Use the words in the box to write 1 or 2 sentences explaining what service is.
- Write your sentences on the lines underneath the **Word Splash** box.

List-Group-Label

Work to understand that there are many ways and many situations that we can help others.

- Brainstormed ideas how to serve others.
- Worked collaboratively to organize the ideas.
- Created a label/heading for the ideas.



PBIS Celebration Activities

Service by Students

There are several activities available during Renaissance focused on service. Take some time to visit one or more of them to demonstrate the meaning of being polite. Three of these activities were suggestions made by students during the last Renaissance Celebration.

Patches of Kindness

Room 156

Create a patch sharing an act of kindness someone has done for you.

Be Polite Posters

Room 182

Create a poster to remind others about the importance of being polite.

Be Kind/No Bullying PSA

Room 142

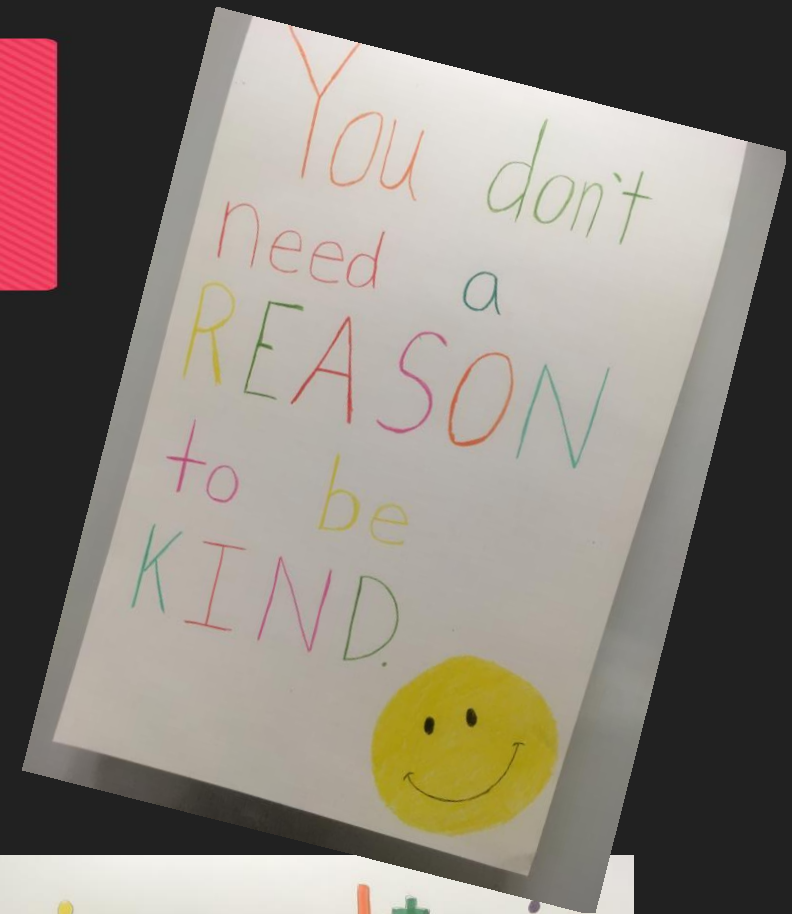
Share your own kindness message. These will be created into PSA's for the school.

Cards for Troops

Room 163

Create a card that will be sent to individuals serving in the military.

Kindness Posters



Kindness PSA

A number of students shared their thoughts about kindness and bullying. This is one of the PSA's created from their work.



Students' Reflections

- "Service is when others are giving back to their community with kindness."
- "Service is offering your kindness, empathy, time, attention and loyalty to other people, a concept, or a cause in your community, country, or world as a whole."
- "If we were polite in the world other people would start being polite and they would start doing good things for each other and it would be a community and would have some peace."
- "I will make the world a better place by being polite by helping other people in need and eventually it'll be a chain reaction and the world will be a better place."
- "I can influence others to be polite and they influence others to be polite and it goes on and on."
- "I can make a difference by spreading small messages against hate of all kinds."

Students' Reflections

“You should measure your actions in ‘How did it help others?’ and not ‘How did it help me?’ It matters because helping others is important and remember when you are gone only what you do for others matters. When you are gone what you have done for yourself will go with you.”



Helping Others NJHS and SGA Take the Lead

Warm and Fuzzy Drive

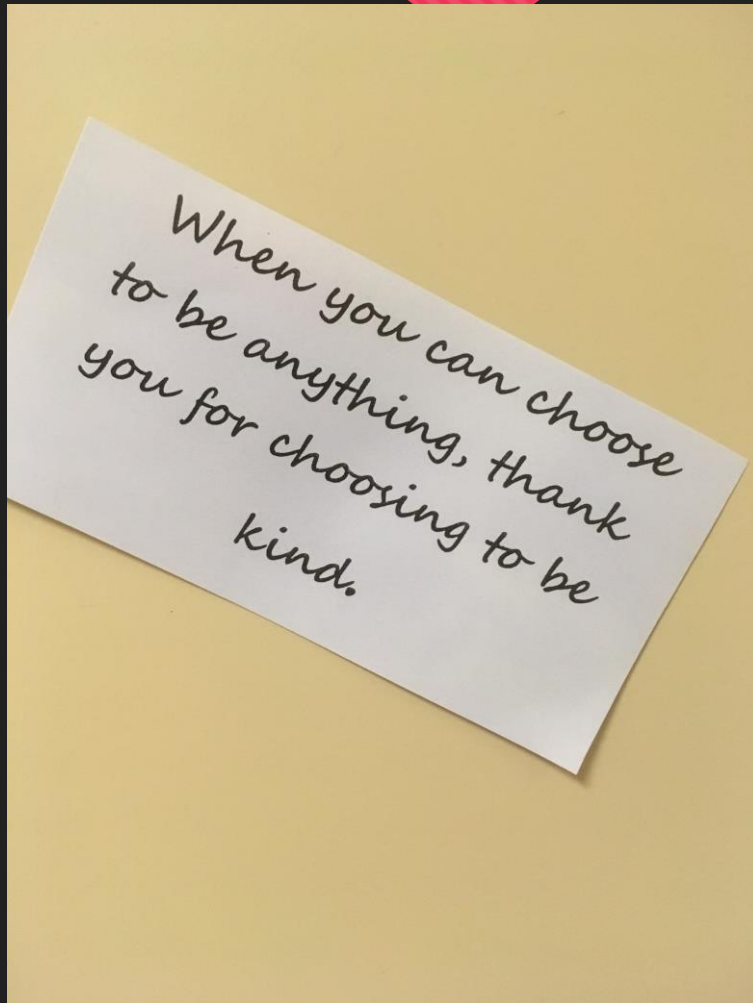


Cards for the Military



Helping Others

NJHS and SGA Take the Lead



Words of Kindness

Positive messages were left on every students' locker.



Upcoming Service Projects

March – Totes for Shelters



<https://www.pinterest.com/pin/367043438371321692/?lp=true>

April – Value Village Drive



<http://specialolympicsva.org/ways-to-give/textile-donation-program>

May – Book Drive



<https://kateskart.org/fundraisers-book-drives/>

Student Focus Groups

- Groups used to support in school-wide policy decisions – cell phone usage, PBIS Celebration
- Grade level groups met focusing on specific questions
- Working to create a core group of activists

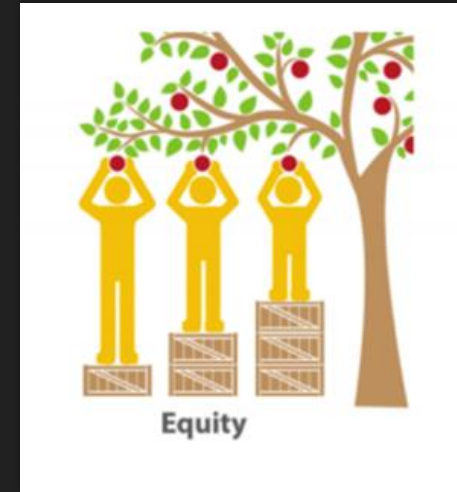


Voices to Action



Closure Activity – Paired Verbal Fluency

Which of the images below is the most significant to you in creating students who are critically conscious forces of change?



Questions and Answers



<https://www.zazzle.com/question+mark+posters>

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