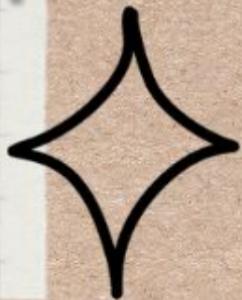



**LISTENING & LEARNING:
CREATING SCHOOL DISTRICT
SYSTEMS AND STRUCTURES THAT
AMPLIFY AND HONOR
STUDENT VOICE**




Dr. Emily Couch & Liz Ritz




"It is not enough to simply listen to student voice. Educators have an ethical imperative to do something with students, and that is why meaningful student involvement is vital to school improvement."

~ Adam Fletcher




"Equity in education begins when every voice is valued, every story embraced."

~ Matthew J. Bowerman



"Student voice is already there.
It's not something we give.
It's something we honor.
And we do so when we **listen**."

~ Monte Syrie, Teacher



"When we give students voice and choice, we not only empower them to shape their own learning experience, but we also create a generation of critical thinkers, problem solvers, and leaders."

~ Trevor Muir, The Epic Classroom



Our Time Together



Check-In & Grounding our Work:

What is student voice? How does it connect to trauma informed care?

The Story of Our District:

Who we serve, Where we have been & the Journey Ahead

Listening to the Voices of our Students:

Student Voice Video; Student Perception Data; Student Focus Groups;
Student Empowerment Opportunities

Where to Begin:

Lessons Learned & Resources to Consider





WHO WE ARE



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WHO WE SERVE



- 5,800+ students
- 44.4% Students of Color
- 4.5% Multilingual Learners
- 44.5% Low Income students

- 40.5% Military Parent
- 21.4% Receiving Special Services
- 4.8% Homeless
- 9 schools + 1 virtual + 1 homeschool

OUR THEORY OF ACTION

We believe that positive outcomes for students will come about if they consistently access...

- Positive Environments
- Connections
- Teaching & Learning
- Student Empowerment
- Access to Support

Internal factors we want to produce for each student as a result of accessing enriched experiences

- Feelings of safety
- Sense of belonging
- Positive feelings in school
- Feeling confident and empowered
- Cognitively engaged

Observable indicators of performance

- Attendance
- Behaviors consistent with expectations
- Positive interactions
- Use of social emotional skills
- Academic persistence, engagement, and growth

Longer-term outcomes that set students up for life transitions & success

Social-emotional and academic competencies that enable career, college, & life readiness

Critical thinkers and problem-solvers who are lifelong learners

Resilient with a sense of hope and purpose for the future

THE RECIPE

- Positive Environments
- Connections
- Student Empowerment
- Teaching & Learning
- Student Support



STUDENT VOICE: WHAT IS IT?



When we talk about student voice we are talking about more than simply listening to students. Student voice is the individual and collective perspective and actions of young people within the context of learning and education. This definition can help us understand the power of students today.

- SoundOut Research Summary, 2023

Research: Why is student voice important?

Researchers show that students as young as nine years old (grades 3 or 4) can begin to separate themselves from adults and provide meaningful feedback on their education. Researchers find that students who begin to engage in student voice activities may experience increases in youth agency, self-esteem, belonging, competence, democratic skills, and leadership.

Research also shows that student growth in these areas may lead to improvements in student academic achievement, social and emotional learning, and overall wellbeing.⁸ Finally, researchers have also discovered that student voice activities can lead to positive changes in education policies and practices that better serve student needs.



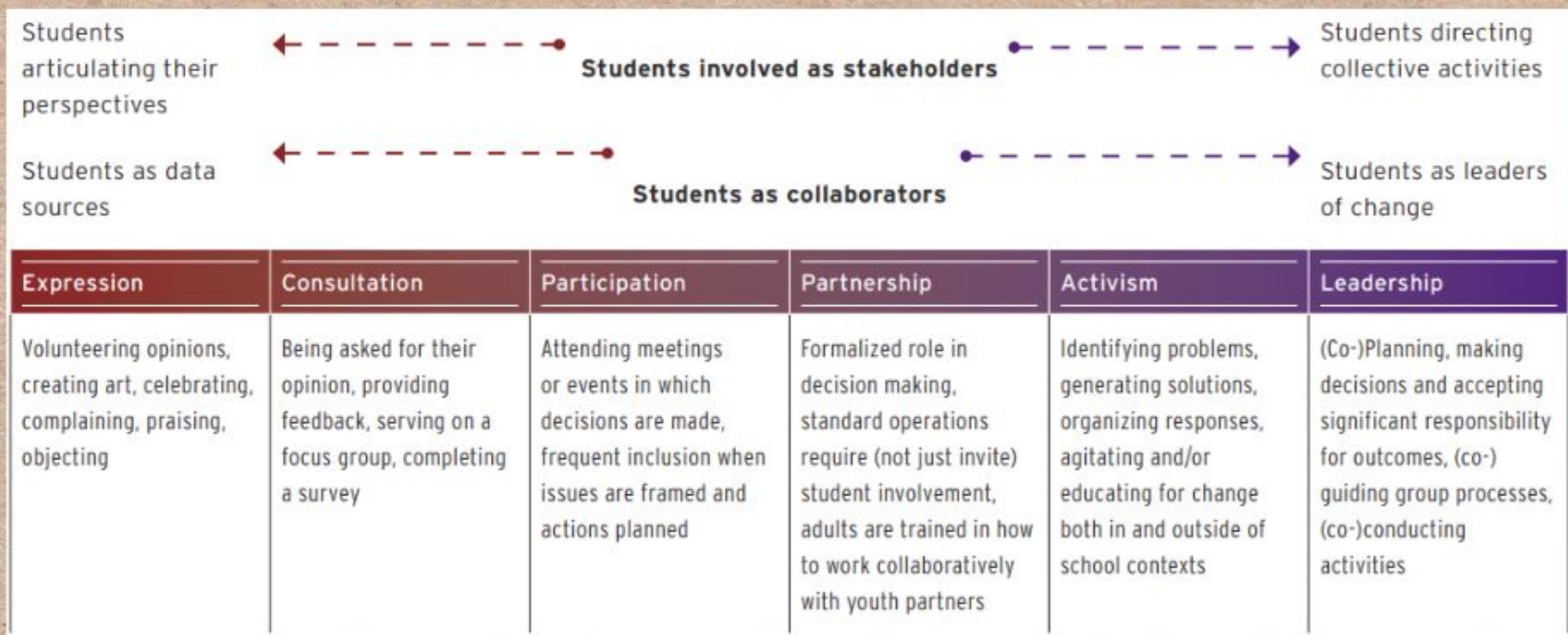
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⁸ Mager, U., & Nowak, P. (2012). Effects of student participation in decision making at school: A systematic review and synthesis of empirical research. Educational Research Review, 7(1), 38-61. Retrieved from <https://eric.ed.gov/?id=EJ955284>.

⁹ Holquist, S. (2019). Student Voice in Education Policy: Understanding student participation in state-level K-12 education policy-making (Doctoral dissertation). Minneapolis, Minnesota: University of Minnesota-Twin Cities. Retrieved from https://conservancy.umn.edu/bitstream/handle/11299/206658/Holquist_umn_0130E_20534.pdf?sequence=1&isAllowed=y.

¹⁰ Mitra, D. L., & Gross, S. I. (2009). Increasing student voice in high school reform: Building partnerships, improving outcomes. Educational Management Administration & Leadership, 37(4), 522-543. Retrieved from <https://eric.ed.gov/?id=EJ844677>.

Spectrum of Student Voice



From Toshalis & Nakkula, 2012

BELONGING

"I see myself, and I am seen and loved here."

- Safir, 2021



Every Story Matters



"I hope that either all of us or none of us are judged by the actions of our weakest moments, but rather by the strength we show when and if we're given a second chance"

- Ted Lasso



Reflect & Connect

What is the connection between honoring individual student stories and creating systems and structures that serve a collective?

Does a tension exist?

What adult practices need to be in place to navigate this?

Listening to Our Students:

Systems & Structures



Look for opportunities,
Listen, Elevate & Respond



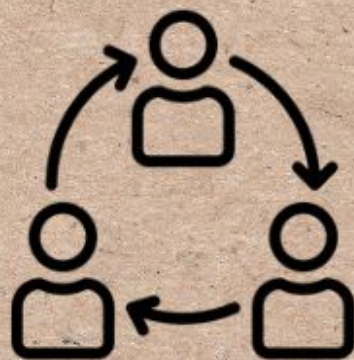
Lessons Learned



**Believe What
You Hear**



**Communicate With
Families**



**Share Out With
Stakeholders**

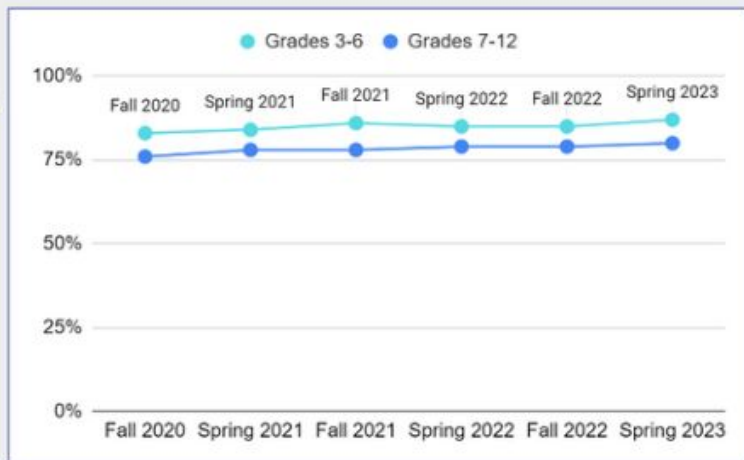
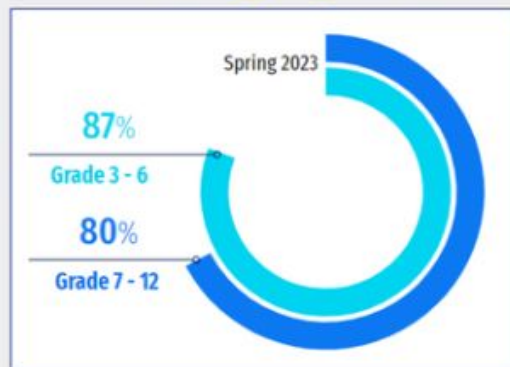


**Take Action &
Learn**

THIS WORK MATTERS

Our SEL Data and Resources

Student Voice Belonging Data



What do you wish your teacher knew about how school feels for you?

Word cloud containing terms related to student experience:

- assignments, homework, work, classes, time, class, day, students, life, stress, anxiety, social, multiple, boring, chore, pressure, point, slow learner, kids, adhd, mental health, bad mental health, much work, feels, lives, breaks, home, struggle, wish, teachers, i wish, teachers, social anxiety, stress, anxiety, students, time, class, day, classes, feels, lives, breaks, home, struggle, wish, teachers, i wish, teachers

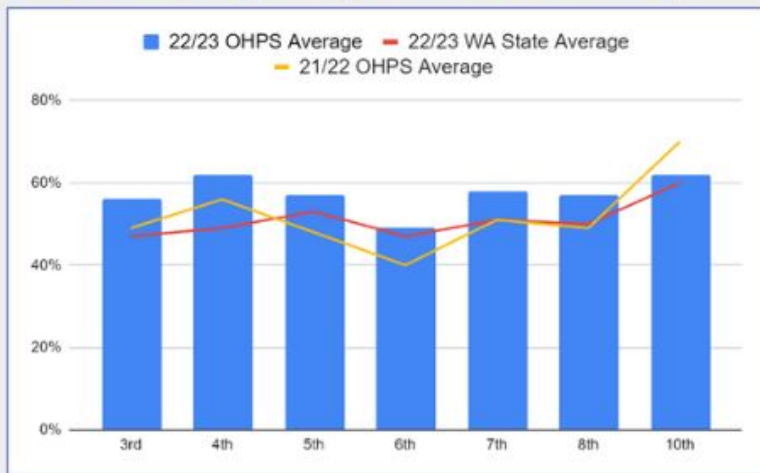




THIS WORK MATTERS

Academic Growth Highlights

SBA Highlights: Reading



Grades 3 - 8 all experienced growth from 21/22 to 22/23 ranging from an increase of **2% - 10%!**

A few schools experienced **significant** reading growth from 21/22 - 22/23:

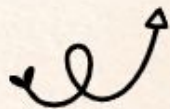
CHE Grade 4 (+13%)
HCE Grade 3 (+14%)
OVE Grade 3 (+19%)

OHI Grade 5 (+10%)
NWMS Grade 7 (+10%)
NWMS Grade 8 (+10%)





BE CURIOUS



SCRUM TOGETHER in Community

Titiro whakamuri, kōkiri whakamua



Share something that is on your mind
or in your heart right now as you reflect on
elevating student voice in your district.



Any questions?

We are honored to continue learning with you.

Liz & Emily

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