



***Mianshmaman  
iwa niimí  
wyá'ch'imaman***

**The Children are our  
Elders**



CENTER for  
 EDUCATIONAL LEADERSHIP  
UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

# Opening Reflection

- What would students furthest from justice say is the current state of student experience in your school or district?
- How has your leadership played a role in creating this experience?

# Presenters



**Max Silverman**  
*Executive Director*  
CEL  
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**Henry Strom**  
*Superintendent*  
Grandview



# Participant Outcomes

## **Participants will:**

- Deepen understanding of the importance of student voice and stories to understand student experience.
- Learn about research-based tools and processes to develop visions for student experience, learning and teaching.
- Demonstrate how empathy, trust and respect can refine leadership practice.

# Guiding Question

- How do we center students furthest from justice and their experience in our school(s) and in our leadership?







3,647 students  
82% are from low income families  
92.6% identify as Hispanic/Latino  
94% graduated in 4 years.  
Average Daily Attendance 95%  
St. Avg. 88%

# Courageous leadership for limitless futures

## **Mission:**

We partner with courageous leaders in classrooms, schools, and the systems that support them to eliminate educational inequities by creating cultures of rigorous teaching, learning, and leading.

## **Vision:**

Transformed schools empowering all students, regardless of background, to create limitless futures for themselves, their families, their communities, and the world.





# More simply

We support leaders with professional learning so that they can ensure that every student, especially those who have been most marginalized, has a school experience that makes them happy and proud.



# HAPPY / PROUD

# “All students don’t get to be happy and proud at school”

## Racial equity and our work

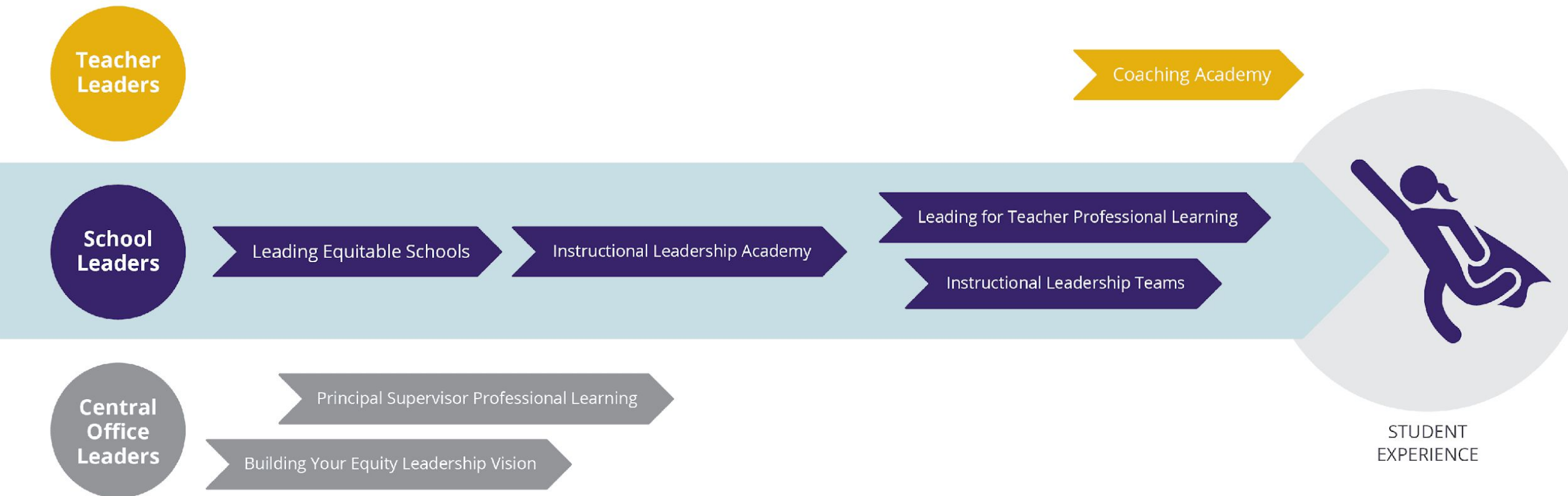
We understand that educational inequities are the logical outcome of policies, practices and systems designed primarily by those with privilege.

In order to live in a world where a child’s ability to realize a limitless future for themselves is not predetermined by their race, we recognize the need for deep listening, focused learning and humble cooperation.

We are committed to learning, teaching and leading alongside our colleagues and students of color as partners and allies to raise up and amplify their voices, cultures and experiences in order to co-create communities that uphold the fundamental values of human rights and racial equity.



# Professional learning connects research to practice



# Centering Instructional Leadership

- Making Conscious Choices
- Keeping Children at the Core – *Ikksma*
- Relationships (over programs)
- Presence in Classrooms/Buildings
- Instructional Leadership and Manager
- Equity Warrior
  - *“Let us put our minds together and imagine a brighter future for our children.”* - Sitting Bull





# Implications for Educational Practice of Science and Development

**“Children are natural learners.”**

Children are natural learners and inherently seek to learn things that matter in their immediate everyday world (Darling-Hammond, 2019.)





# Science of Learning and Development

The science of learning indicates that humans learn more effectively when they are not anxious, fearful, or distracted by other pressing concerns; when the learning is connected to their prior knowledge and experience; when they have a reason to care about the content they are learning and can use it to deepen their understanding and to solve real questions or problems” (Darling-Hammond, 2019).



# Student Belonging Student Stories



# Research Tells Us

Students with a sense of belonging in school feel socially connected, supported, and respected. They trust their teachers and their peers, and they feel a sense of fit at school. They are not worried about being treated as a stereotype and are confident that they are seen as a person of value.

Students who are confident they belong and are valued by their teachers and peers are able to engage more fully in learning.



# The Constructivist Listening Dyad

**Adapted from the National Coalition for Equity in Education by Victor Cary**

- Each person is given equal time to talk.
  - *Everyone deserves to be listened to*
- The listener does not interpret, paraphrase, analyze, give advice, or break in with a personal story.
  - *People can solve their own problems*
- Confidentiality is maintained.
  - *People need to know they can be completely authentic*
- The speaker does not criticize or complain about a listener(s) or about mutual colleagues during their time to talk.
  - *A person cannot listen well when they are feeling attacked or defensive*

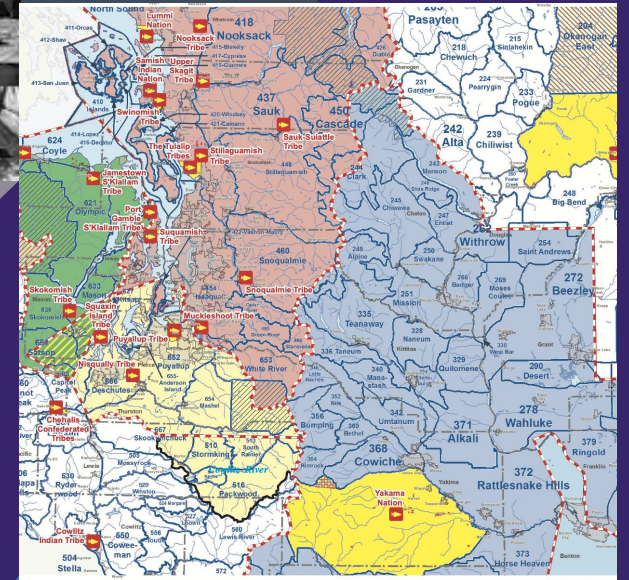
# Your Sense of Belonging

**Tell a story of a time you felt a powerful sense of belonging or a powerful sense of not belonging from when you were in school.**

- Reflect upon a time in school when you either felt a strong sense of belonging or not belonging. Consider some of the following questions as you reflect: (5 minutes)
  - Where are you?
  - What is happening?
  - What are you feeling?
- Meet with a partner in a constructivist listening dyad to share your stories (3 minutes each)
- Together discuss (7 minutes)
  - What role did belonging play in each of your stories?
  - How did it positively or negatively impact each of your experiences as a student?
  - How might hearing your students' stories impact your leadership?



# How Indigenous Cultures Use Stories



# Reflections

How does what we just shared about student belonging and student story align with your leadership beliefs and practice?

# The Story Behind the Student Experience Story Guide



# Connecting to the Student Experience Story Guide

1. Review the SESG individually (2 minutes)
2. Share quick reactions with table group (3 minutes)
3. Table conversation (5 minutes):
  - How might using the Student Experience Story Guide help your students tell their stories?
  - How might it help you hear their stories?

# Grandview *pum*

## Elevating Student Voice Summit

### April 14, 2022

*GHS, senior, male, Latinx*

"So we've reviewed student responses from all five schools. A lot of students mention teachers as their "Heroes". My thought is, what if the teachers that are heroes could talk to other teachers and share with them what makes a "Hero" and then we could have more teachers perceived as "Heroes" by students.

*GMS, 5<sup>th</sup> grade student, male, Latinx*

"It says right here how to be a hero, students at Harriet Thompson said if you do this, this and this... You can be a hero."



# Creating Space for Student Voice

## Structure

- Cabinet sponsored three Student Interviews using the Student Experience Story Guide
- Engaged with a diverse group of elementary, middle and high school students
- Cabinet, Building Administrators, Teacher Leaders – Progression

## Lessons Learned

- Adults in our systems are Heroes & Villains
- Secondary students:
  - stress; unfair timelines;
  - Special Education students - isolation
- Elementary
  - Love the adults;
  - Perceived lack of safety;
  - recess bus - Meals

# Quarterly Student Summit 2022-2023

## Goals:

- Every adult has a Hero Mindset.
  - Eye contact
  - really “hearing Us”
  - “knowing things about our lives.”
  - Student inclusion in addressing issues.
- Student Perception Data (Krownapple & Cobb)





*GHS, junior, female, Latinx*

"I have a friend who has a rough life, when this high school is not a safe place for her to be, she has no safe place."

*GMS, 8th grader, male, Latinx*

"I want to have a voice, we need to have a voice in how we are experiencing school."

# Questions?





# Connect with us!



## LEAD FOR LIMITLESS FUTURES

We offer high-quality adult learning based on research — so you can lead schools where all students are happy and proud.

**START WITH A FRAMEWORK**

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