Increasing Student “Voice” and Student Voices in Learning

PD for All
Buffet Early Childhood Institute
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Lansing School District
iCollaborate!
The Lansing Project
Grounding

How are you feeling?

What distractions are you setting aside to be fully present?

What are you eagerly anticipating about the day?
Who is in the room?

Take 2 stickies respond to one stem per sticky

• I love when kids talk about ______.
• I hope to learn _______ today.

When finished...
1. Stand-up
2. Share with 2 people
3. Post on chart.
What is “student voice”? 
Student Voice

• Student Voice is the concept of students sharing their thinking, ideas, opinions and having a say about their learning and learning community.

• As an instructional strategy it involves increasing the opportunities students have to talk to adults and peers.
Student Voice

Having the opportunity to express one’s thoughts and ideas is critically important for cognitive development, social development, formative assessment, and motivation (McCaslin & Good, 1996).
Student Voice Examples
Why Student Voice?

Looking at the Research and Data
Buffet Institute Goals

“The Achievement Gap Challenge” aims to increase opportunities to learn and reduce or eliminate income- and race-based opportunity and achievement gaps for children by the end of third grade.

*Increasing voices in learning increases engagement, motivation and deeper learning, all keys to reducing the achievement gap and increasing achievement.*
Agenda

How we learn

Student Voice research

District Case Study: “Voice” data

Increasing opportunities for voice and voices
Learning goals

• To more deeply understand the learning sciences research of “how we learn” and make the connection to the practice of increasing student voices in learning.

• To increase knowledge through research, data, and examples of the importance of increasing voice and voices in learning

• To leave with goals and strategies to increase voice and voices in learning
How we will learn it: Parallel process

Parallel process is when we model for and interact with teachers in the same ways we encourage them to interact with children.
Learning Sciences Research
1. All new learning happens against the backdrop of prior knowledge

Adapted from: The Cambridge Handbook of the Learning Sciences
2. Assimilation: Addition of new information to prior knowledge.

4. Reflection and metacognition
5. Articulation and Externalization: Deeper learning comes from sharing your thinking out loud.
Research in classroom practices shows....
Teacher vs Student talk

- [https://www.youtube.com/watch?v=hPvN4fPB4gA](https://www.youtube.com/watch?v=hPvN4fPB4gA)
Hattie (2012) says that teachers talk far too much and that “the proportion of talk to listening needs to change to far less talk and much more listening” (p. 80). In the meta-analysis, here are a few things Hattie’s work has revealed:

- “Teachers talk between 70 and 80 percent of class time,” and “teachers’ talking increases as the year level rises and as the class size decreases” (p. 80)
- Student engagement is higher when teachers talk less, this is especially true for at-risk students (p. 80)
- Only “5-10 per cent of teacher talk triggers more conversation or dialogue engaging the student” (p. 81)
- Teacher effectiveness and teacher talk are inversely linked. The research shows that “when highly effective and other teachers were compared, the former had more general class talk and less directive talk” (p. 81)
- To combat classrooms dominated by teacher talk, more listening is necessary. This gives
Classroom discussion analysis
As you read, consider...
Who is doing the talking?
Who is using academic language?

Teacher: I was thinking about the life cycle of an insect. Do you remember the life cycle we studied? Malik?
Malik: Yes.
Teacher: What was the first stage in the life cycle? Jesse?
Jesse: They were born?
Teacher: Yes, things are born, but think about the life cycle of insects. Let’s try to be more specific in our thinking. What is the first stage in the insect life cycle? Miriam?
Miriam: Eggs.
Teacher: Yes, insects start as eggs. Then they change and develop. They become larva after eggs, right? And then what? What happens to them after they are larva? Adrian?
Adrian: They are adults.
Teacher: They do eventually become adults, but there is a step missing. What is the step between larva and adults? What is that stage of the life cycle called? Joe?
Joe: Mature larva?
Teacher: Yes, there are two kinds of larva in the life cycle of some insects. But what I was thinking about was what happened to them after the larva before they become adults. Mariah?
Mariah: Nymph?
Teacher: Now we’re talking about the three-stage cycle for some insects. Do the insects that change into nymphs come from larva? Let’s look at our two posters again. Remember these?
Teacher: I was thinking about the life cycle of an insect. Do you remember the life cycle we studied? Malik?
Malik: Yes.
Teacher: What was the first stage in the life cycle? Jesse?
Jesse: They were born?
Teacher: Yes, things are born, but think about the life cycle of insects. Let’s try to be more specific in our thinking. What is the first stage in the insect life cycle? Miriam?
Miriam: Eggs.
Teacher: Yes, insects start as eggs. Then they change and develop. They become larvae after eggs, right? And then what? What happens to them after they are larvae? Adrian?
Adrian: They are adults.
Teacher: They do eventually become adults, but there is a step missing. What is the step between larvae and adults? What is that stage of the life cycle called? Joe?
Joe: Mature larvae?
Teacher: Yes, there are two kinds of larvae in the life cycle of some insects. But what I was thinking about was what happened to them after the larvae before they become adults. Mariah?
Mariah: Nymphs?
Teacher: Now we’re talking about the three-stage cycle for some insects. Do the insects that change into nymphs come from larvae? Let’s look at our two posters again. Remember these?
Connecting Research, Data and Practice

iCollaborate Project, Lansing School District, Lansing MI
First School
and
EduSnap
Research Principles

“Do-si-do”
Partner Share protocol
“Voice” is measured by documenting the “oral language” interactions between students and teachers and the “collaboration” between students and students.
Oral Language

African American’s oral-narrative skills may be a unique area of strength that may promote later success in reading achievement.

(Gardner-Nebbott, Pungello, & Iruka, 2012; Gardner-Nebbott, N., & Iruka, I. U. (2015).)
Oral Language

A classroom emphasis on oral language development has been identified as one of the premier instructional strategies for ensuring children’s success, especially those from low socio-economic communities (Mason & Galloway, 2012).
Collaboration

African American and Latino students learn more and prefer learning experiences that allow them to interact with others (Dill & Boykin, 2000).
Collaboration

Students learn more, are more highly motivated to learn, enjoy learning more, feel more positive towards the subject being studied, and are more accepting of one another when they work together with peers as opposed to working competitively or individually. (Johnson & Johnson, 2013).
Regard for Student Perspectives

The more teachers can use student knowledge, interest, values, and experiences, the more they increase the odds that students will reach the intended curricular goals. (NGA & CCSSO, 2010)
Connecting Research, Data and Practice

iCollaborate Project, Lansing School District, Lansing MI
% of Lansing population in poverty by age group, 2017

Under 5: 42%
5 to 17: 45%
18 to 34: 24%
35 to 64: 22%
65 and older: 13%

The margin of error for poverty rates by age group ranges from 11 percentile points for children under 5, to 4 percentile points for ages 35 to 64.

4. Lansing: 27%

- Population: 112,145
- Population number used to calculate poverty: 111,501
- % residents in poverty: 27%
- % children under 18 in poverty: 44%
- Median household income: $40,064
- % adults w/ bachelor degree: 28%
- % of residents who are non-Hispanic whites: 54%
Research and Local Data Drive Continuous Improvement

- iCollaborate was established and championed by Lansing School District Superintendent, Yvonne Caamal Canul in 2012 with the intent to create a research based, shared language, PK-12 to talk about quality interactions and instruction.

- iCollaborate was inspired by First School principles and was given its name by Lansing teachers.

- Best practices research in combination with local data increases relevancy, motivation and teacher participation in continuous improvement.
**Teacher:** Become an observer of his/her own practice. Collaborate using common language with peers to continuously improve.

**Grade and School level:** Collaborate using a research-based common language to determine data derived needs, share strengths and support continuous improvement.

**District Level:** Establish a PK-12 coherent, research-based common language for quality interactions and instruction. Use reliable, local process data to identify gaps, determine district improvement goals, match resources to needs, and support a culture of collaboration and data use as a driver of continuous professional learning and improvement. The ultimate goal for all is improving student achievement!
Collection, Reflection, and Action planning in PK-3rd grade

Every Fall since 2012, 5 reliable data coaches have collected 2-hour classroom observation process data with the EduSnap time-sampling tool in 167 classrooms in 25 school days.

Looking at graphs representing activity settings, content and teaching and learning approaches, individual teachers, grade and school level teams collaborate and create action plans with the thinking that “small changes make big differences.”
Reflecting on Data Over Time

Shows a need to prioritize student voice as a strong predictor of 3rd grade success. Goal is for students to be talking with adults and peers about content for ½ of the learning block.
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Opportunities for Voice Across Schools: what does this mean for students?

School #14 has twice the opportunities for talking with adults and peers than school #1.
Opportunity Gaps

Goal:
Students talking about content with both adults and peers for 50% or more of the learning block

- Between Preschool (GSRP) classes
- Between GSRP and Kindergarten
Variation in Average Voice Between and Within Schools

School A: Average 28%

School B: Average 28%
Increasing student voice

- Oral Language: Whole Group, Small Group, Individual
- Peer Collaboration
Oral Language

Feedback loops are back and forth dialogue that “pushes” student learning

https://www.youtube.com/watch?v=ktRuN54CE1I
Pair Share

http://www.readingrockets.org/strategies/think-pair-share
Group work: Create a “Voice” poster

Benefits, Barriers, Strategies
Gallery Walk

* Please leave one team member at your poster to explain your groups thinking
Small Changes can make big impacts!

Adding just 3 more feedback loops and 3 pair shares to each learning block increases the learning experiences for all students.
SMART Goal Example
I will engage in and track on the bookmark:
- 3 more feedback loops and
- 3 more pair shares

per day between 2/4/19 and 2/8/19.

On 2/8/19 I will reflect on student voice and next steps.
Closing:

Please complete this stem on your notecard. I will increase student voices in learning by.....
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