Learning Intentions

Today, we are learning to:

1. Identify effective strategies for integrating student voice into school decision-making processes, focusing on practical approaches that address student needs, aspirations, and well-being.

1. Understand different approaches to seeking, analyzing, sharing, and acting on feedback within an educational setting.

1. Leverage AI tools and resources to support educational leadership and innovation, including practical applications in creative inquiry cycles, enhancing feedback mechanisms, and supporting personalized learning experiences.

Success Criteria

By the end of this session, we will be able to:

1. Identify strategies for accessing student voice.

1. Identify examples for sharing and acting on feedback in an educational setting that promotes transparency, ongoing dialogue, and continuous improvement.

1. Explain the role of AI in supporting at least three areas of educational leadership and innovation, creative inquiry cycles, enhancing feedback mechanisms, and supporting personalized learning experiences.

NEXT LEVEL
LEADERS

WASHINGTON STATE'S PREMIERE LEADERSHIP DEVELOPMENT ACADEMY

Student Voice

Placeholder - Minds On task - using video from students.

What is meant by the term ‘Student Voice’?

Student voice is about students sharing ownership in learning and empowering students to be partners in their learning.

Student Voice

Can the students in your school talk about:

- The qualities of an effective learner?
- Where they are going, how they are doing, and where they will go next?
- Why the learning is important?
- How they are learning – the strategies they are using to learn?
- The metacognitive skills they will use?

What else would you like your students to be able to talk about?

chat box

Different Ways Students Express Their Voices

How are these explanations similar or different from your conception about how students express their voice?

chat box

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Accessing Student Voice

- Student surveys
- Student council or advisory committees
- Suggestion boxes
- Classroom visits/observations
- Focus groups
- Student ambassadors
- Empathy interviews

What are some ways that you have (or plan to) access student voice in your school?

chat box

Accessing Student Voice

- Student-led conferences
- Student-led school tours
- Student-led professional development
- Student designed spaces
- Student generated media
- Student-led research projects
- Student-led design thinking workshops

What are some ways that you have (or plan to) access student voice in your school?

chat box

Student Voice

In elementary, middle, high schools, and central office…

Where do students have a ‘seat at the table’?

Mentimeter

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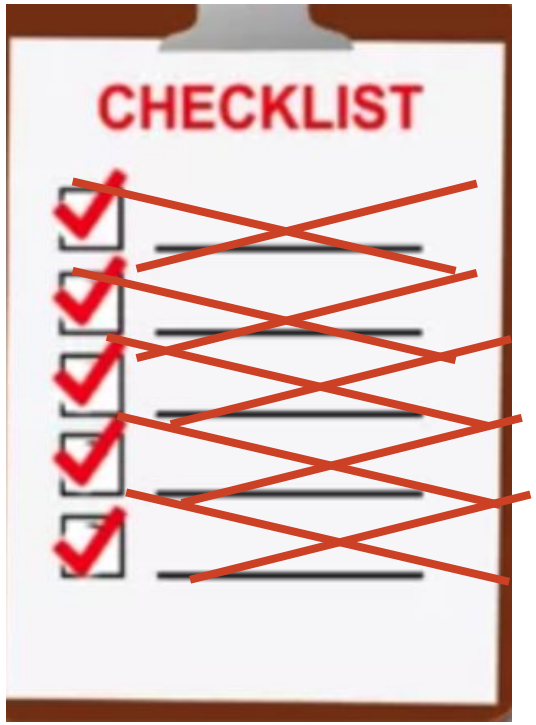
Student Voice



To ensure that students feel valued and heard - what are some of the conditions required?

chat box

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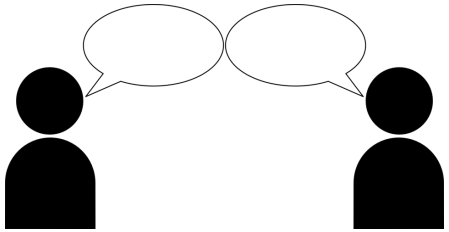
Ladder of Student Involvement



RUNG 9: STUDENT/ADULT EQUITY
Everyone involved is recognized for their impact in the activity, including students and adults, and each has ownership of the outcomes. Adults and students are positioned in healthy, whole relationships with each other while moving forward through action and learning.

RUNG 8: COMPLETELY STUDENT-LED
Projects, classes, or activities are initiated by students and decision-making is shared amongst students and adults.

RUNG 7: STUDENT/ADULT EQUALITY
Students are fully equal with adults while they are involved in a given activity within schools. This is a 50/50 split of authority, obligation, and commitment.

RUNG 6: STUDENT CONSULTATION
Adults asks students their opinions on topics, including what happens, why it happens, who is involved, or when it happens. Adults may or may not act upon their guidance, however, the important part is that students consult in the process.

RUNG 5: STUDENT INFORMED
Students give advice on projects, classes, or activities designed and run by adults. The students are informed about how their input will be used and the outcomes of the decisions made by the adults.

RUNG 4: STUDENT CENTERED
Adults assess what students want or need; determine how they'll meet those wants or dreams; and decide the validity of what students learn in the process of an activity.

RUNG 3: STUDENT TOKENISM
Students appear to be given a voice, but in fact have little or no choice about what they do or how they do it.

RUNG 2: STUDENT DECORATION
Students are used to help bolster a cause in a relatively indirect way; adults do not pretend that the cause is inspired by students. Causes are determined by adults, and adults make all the decisions.

RUNG 1: STUDENT MANIPULATION
Adults use students to support causes by pretending that those causes are inspired by students.

Where are students in your school along the Ladder?

Handout Page #1

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4 Basic Modes of Chat GPT

Mode	Definition
Intern	“Do something for me.”
Thought Partner	“What do you think we should do?”
Coach/Critic	“I’ve done something. What do you think is missing?
Teacher	“Teach me how to do something.”

Student Voice Prompts

Mode	Example
Intern	Create a list of innovative strategies for gathering student input regarding their sense of belonging at their school. Each strategy should be culturally responsive and appealing to students of that level. Organize the strategies in a table. Column 1 should be for the strategy, Column 2 should identify the level of school the strategy is appropriate for elementary, middle or high school.

Student Voice Prompts

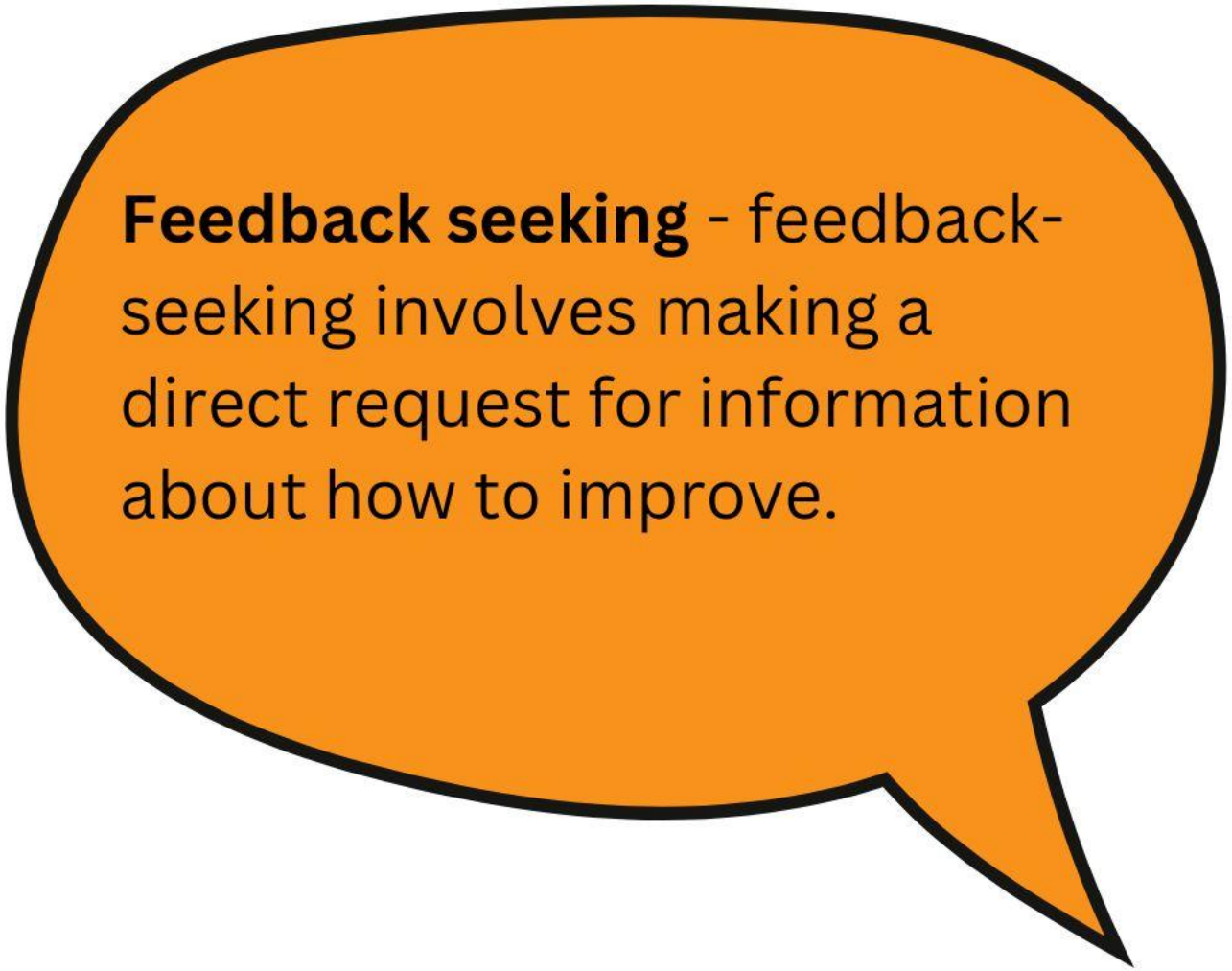
Mode	Example
Thought Partner	I'd like to facilitate the creation of student groups or clubs that celebrate different cultures, identities, and interests. What should I keep in mind if I'd like these groups to be spaces for students to explore and affirm their identities in a supportive environment?

Student Voice Prompts

Mode	Example
Coach/Critic	I've written this announcement for the student bulletin. The first goal of the announcement is introducing the new LatinX affinity group. The second goal is to invite students to attend the first group function. Please provide three pieces of feedback to improve the likelihood that the announcement will achieve my goals.

Student Voice Prompts

Mode	Example
Teacher	Teach me how to facilitate an effective affinity group, by asking questions about my level of understanding of necessary concepts. With each response, fill in gaps in my understanding, then recursively ask me more questions to check my understanding.



Coutifaris and Grant: Leader Feedback-Seeking and Feedback-Sharing Organization Science, 2022, vol. 33, no. 4, pp. 1574–1598

Feedback seeking

"How do you think I can improve in my job?" "What can I get better at?"

Feedback sharing

"As a new leader I was consistently making decisions for the school without collaborating with staff. Staff would get mad at every decision and I didn't know why.

When I asked some key staff why everyone kept getting angry, they told me they felt I always made decisions around them. That's why I created PAC and asked 2 teachers to be the co-chairs.

@Instructional_lead_collective

Feedback sharing

- Often tied to a specific situation.
- Feedback is best when tied to a goal.
- Leaders show their vulnerability, and research has found there is not a downside to that.

@Instructional_lead_collective

Feedback Dilemma

Dr. Ellen Harris, superintendent of a ACME suburban school district, recently initiated a bold move towards enhancing transparency and collaboration within her leadership team. Known for her innovative approaches, Dr. Harris decided to undertake a self-assessment of her leadership style by soliciting anonymous feedback from her staff, including principals, teachers, and administrative personnel. Her goal was to identify strengths and areas for improvement to foster a more effective and supportive educational environment.

After collecting and reviewing the feedback, Dr. Harris found herself in a quandary. The responses revealed a mix of admiration for her dedication and vision but also pointed out significant concerns. Many staff members felt that while Dr. Harris was exceptionally forward-thinking, her fast-paced initiatives often left little room for input, leading to feelings of being overwhelmed and under consulted. This feedback hit hard; Dr. Harris had always prided herself on being a leader who valued collaboration and inclusivity.

Dr. Harris grappled with how to address this feedback constructively. Her commitment to transparency meant she wanted to share these insights openly with her team to model accountability and set the stage for collective growth. However, she also feared that such vulnerability might undermine her authority and the perception of her leadership effectiveness. The challenge was not only in seeking this feedback but now in sharing it in a manner that could constructively bridge the gap between her self-perception and how her leadership style was being received.

How should Dr. Harris navigate this delicate situation?

Breakout

Time: 15 minutes

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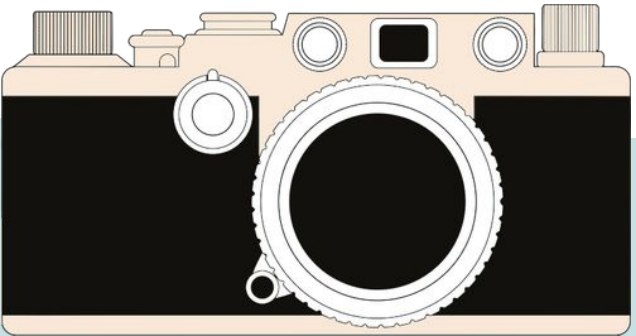
Until Next time…..and additional opportunities



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NEXT LEVEL LEADERS
June MEETING
GRAND HOTEL, SPOKANE
JUNE 21, 2024 (arrive June 20)

NEXT LEVEL LEADERS

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- Six (6) x 60-minute sessions
- Your schedule, your context
- Your Cost $590 ($1590 for non-Next Level Leaders)
- To secure your spot sign up using the QR code or email

  Alyssa.Gallagher@btsspark.org

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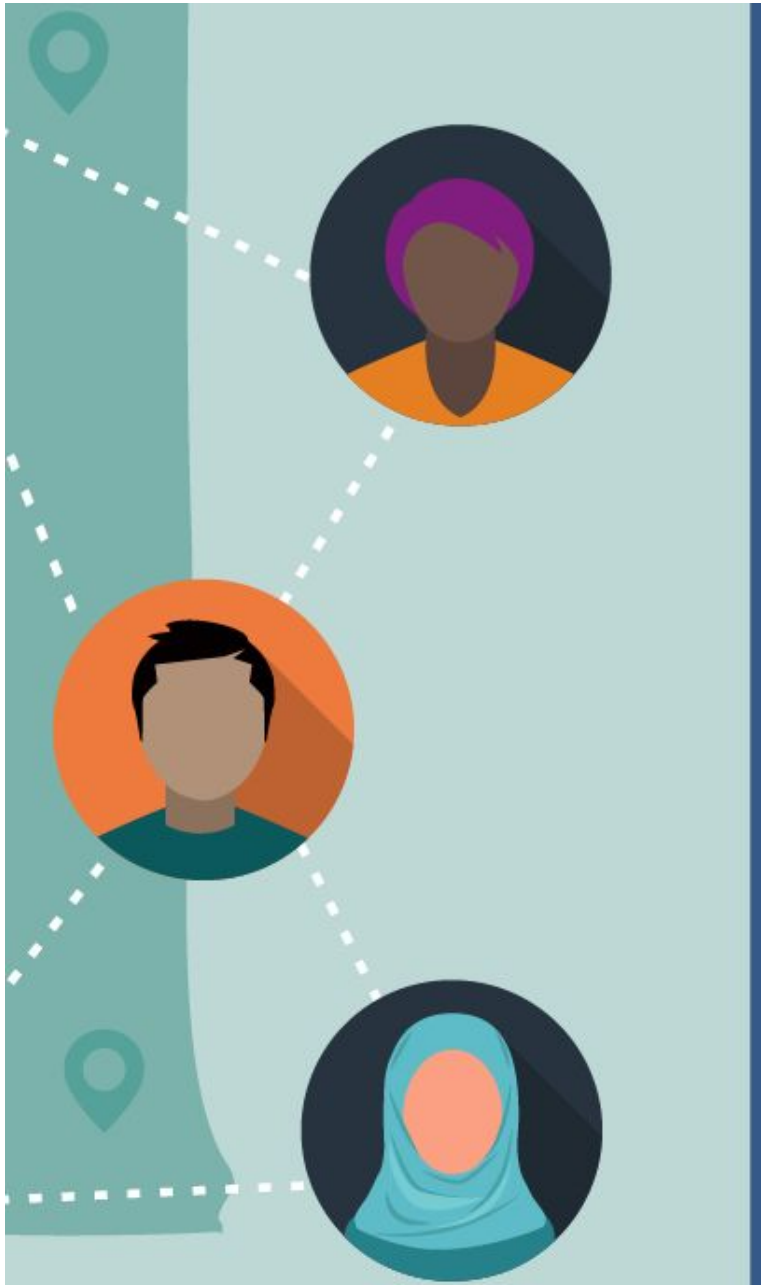
SAVE THE DATE! 2024-2025 Professional Learning Schedule

July: Monday, July 29 and Tuesday, July 30, 2024
Yakima Convention Center: 10 N 8th St, Yakima, WA

March: Sunday, March 2 and Monday, March 3, 2025
Cedarbrook Lodge: 18525 36th AVE S, Seattle, WA

June: Friday, June 20, 2025
The Davenport Grand Hotel: 333 W Spokane Falls Blvd., Spokane, WA



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Empowering Excellence: Co-Designing Systems through Instructional Leadership

JULY 31 - AUGUST 2, 2024 | **Washington State University Pullman, Washington**

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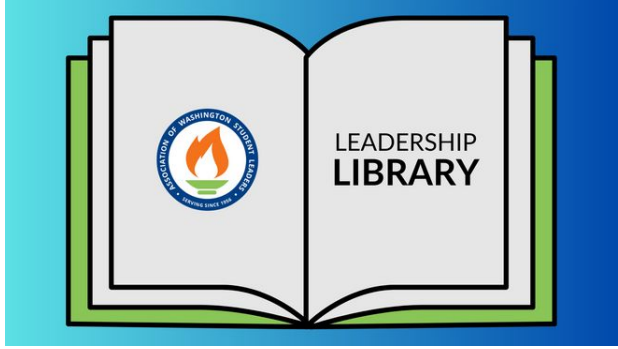

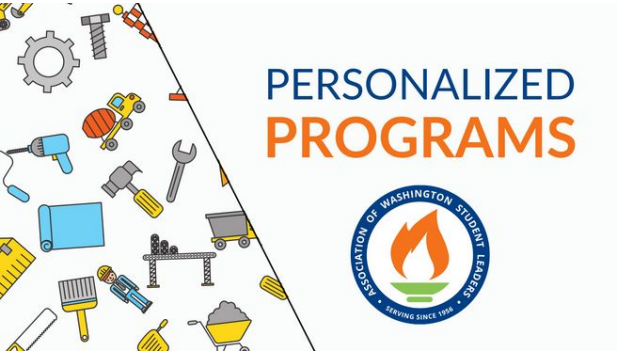

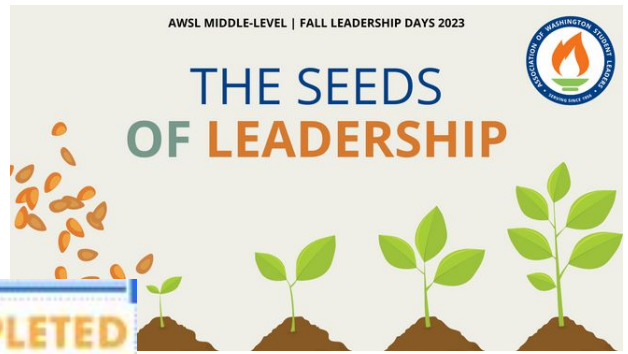

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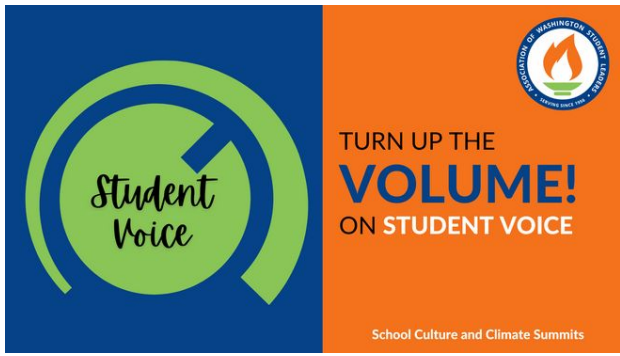

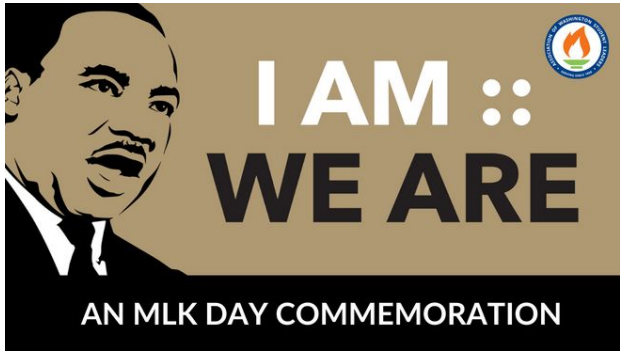

STUDENT ENGAGEMENT. STUDENT EMPOWERMENT. STUDENT VOICE.