Prioritizing Student Voice and Engagement

Leigh Fitzgerald, Executive Director, Hawaii Technology Academy
Mark Poole, 12th Grade Engineering Teacher, High Tech High Chula Vista
Tori Blas, Senior, High Tech High Chula Vista
Dany Francis, Senior, High Tech High Chula Vista
Sachi Takahashi-Rial, Manager, YouthTruth Student Survey
Agenda

Why measure engagement?

How does Leigh use student feedback to deepen learning across multiple sites?

How does Mark integrate student feedback into his instruction?

How do students see their voices and feedback being used for positive school change?
1. Turn to one person and introduce yourself
   your name
   your role
   your organization

2. What do you need to know in order to use student feedback for continuous improvement?
What makes student perception data actionable?

- Quick turnaround
- Valid and reliable questions
- Meaningful comparisons
- Across different schools
- Across different student demographics
Without validated instruments...

In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).

You’re left with more questions than answers...
Average student perceptions at our school

- Relationships with Teachers: 3
- Academic Rigor: 3.5
Relationships with Teachers

Our School: 3
Other Large High Schools: 3.2

Academic Rigor

Our School: 3.5
Other High Schools Nationally: 4.5
“I really feel like part of my school’s community.”
Relationships with Teachers

3.67
39th
Relationships with Teachers

3.67
39th
## Relationships with Teachers

<table>
<thead>
<tr>
<th>Group</th>
<th>Score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>3.84</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3.69</td>
<td>39th</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>3.52</td>
<td></td>
</tr>
<tr>
<td>Black or African-American</td>
<td>3.48</td>
<td></td>
</tr>
</tbody>
</table>
“How many of your teachers make an effort to understand what your life is like outside of school?”
<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>February 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African-American</td>
<td>3.82</td>
</tr>
<tr>
<td>Other race/ethnicity</td>
<td>4.01</td>
</tr>
<tr>
<td>White</td>
<td>3.81</td>
</tr>
<tr>
<td>Hispanic, Latino or Spanish origin</td>
<td>3.79</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>3.78</td>
</tr>
</tbody>
</table>
What makes student perception data actionable?

- Quick turnaround
- Valid and reliable questions
- Meaningful comparisons
- Across different schools
- Across different student demographics
Group Reflection

"I liked…"
Why YouthTruth

• Our state district has a parent and student survey but not specific enough for unique blended learning environment and K-12 multi campus/island school
• Wanted something customized, especially with focus on quality of virtual classes, graduation rate, values statement campaign etc.
• Being compared to other Youth Truth schools was helpful in providing reference
• The data we got was valuable and surprising
• We look forward to year-to-year comparisons of the data
Data Protocol

• We looked over the data as admin/instructional support team and followed the NSR protocol suggested by YT with each of our division and island PLCs.
• Being able to toggle between islands/locations and grade levels gave us deeper insight into each question and more intrinsic value.
• The teachers had rich discussions about their data and possible next steps. Many teachers, especially because of the specific grade level and island-based feedback, took the data to heart and had some ideas on what to do next.
• This survey gave everyone in our school a positive and honest report of our school overall and with YT data a year from now, it’ll be even more helpful to look at what changed and why.
• Data was shared with the teachers, student, parents, and the board.
• We look forward to year-to-year comparisons of the data.
Relationships with Teachers

Relationships with Teachers Summary Measure

This summary measure describes the quality of teacher support and personal attention.

Your School - Oct 2017

0th (2.86) 25th (3.27) 50th (3.48) 75th (3.76) 100th (4.46)

Small size schools

Maui High School 4.24
Hilo High School 4.08
Kona High School 4.05
Kauai High School 3.95
Oahu High School 3.84
Waimea/Waikoloa High School 3.68
## Relationships with Teachers

**RELATIONSHIPS WITH TEACHERS SUMMARY MEASURE**

This summary measure describes the degree to which students feel they receive support and personal attention from their teachers.

<table>
<thead>
<tr>
<th>Small 5th grade</th>
<th>25th (3.33)</th>
<th>50th (3.49)</th>
<th>75th (3.67)</th>
<th>100th (4.19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0th (2.74)</td>
<td>3.00</td>
<td>3.49</td>
<td>3.67</td>
<td>4.06</td>
</tr>
</tbody>
</table>

**Your School - Oct 2017**

- Kasual Middle School: 4.50
- Hilo Middle School: 4.39
- Kona Middle School: 4.24
- Waimea/Waikoloa Middle School: 4.12
- Oahu Middle School: 4.01
- Maui Middle School: 3.96
This summary measure describes the degree to which students feel equipped to pursue college and careers.

Your School - Oct 2017

Small size schools

- Maui High School: 3.55
- Kona High School: 3.48
- Oahu High School: 3.48
- Waimea Waikoloa High School: 3.46
- Kauai High School: 3.31
- Hilo High School: 3.20
HS: Virtual Classes

- I try to do my best in my virtual classes
- My teachers’ expectations make me want to do my best in my virtual classes
- What I learn in my virtual classes helps me outside of school
- I enjoy coming to my virtual classes most of the time
### MS: Virtual Classes

<table>
<thead>
<tr>
<th>Question</th>
<th>Oahu Middle School</th>
<th>Maui Middle School</th>
<th>Kona Middle School</th>
<th>Kauai Middle School</th>
<th>Waimea/Waikoloa Middle School</th>
<th>Hilo Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>I try to do my best in my virtual classes</td>
<td>4.22</td>
<td>4.4</td>
<td>4.17</td>
<td>4.67</td>
<td>4.62</td>
<td>4.67</td>
</tr>
<tr>
<td>My teacher's expectations make me want to do my best in my virtual classes</td>
<td>4.69</td>
<td>4.82</td>
<td>4.38</td>
<td>4.67</td>
<td>4.23</td>
<td>4.5</td>
</tr>
<tr>
<td>I enjoy coming to my virtual classes most of the time</td>
<td>2.44</td>
<td>3.68</td>
<td>3.81</td>
<td>4.4</td>
<td>3.87</td>
<td>3.87</td>
</tr>
<tr>
<td>What I learn in my virtual classes helps me outside of school</td>
<td>3.7</td>
<td>3.41</td>
<td>3.7</td>
<td>3.7</td>
<td>3.69</td>
<td>4</td>
</tr>
</tbody>
</table>
Immediate Implications

- Balance of stricter deadlines to keep up with rigor (actually implemented in Oahu HS second semester)
- The idea of pathways to promote relevance and motivation (adding STEM and Computer Science pathways in HS & more enrichment at MS)
- Continued use of PassageWorks for social emotional learning in HS
- Need for NI MS Advisory for social emotional and college and career mindsets
- Shorter virtual classes in HS and sharing of best practices
- Improving teacher-student communication and checks for understanding
- Desire for more PBL in blended learning, more F2F time needed on NI HS
- Data to help support board decisions about certain programs in our state for next year
Group Reflection

“I liked…”
Culture of Feedback

A Framework for Teachers

1. Feedback for Planning
2. Feedback for Now
3. Feedback for Reflection
## Student Feedback Framework

### Planning
- What are the interests of my students?
- What new experiences can I provide my students?
- What is relevant to my students and important to cover?
  - Project Tunings/Charrette
  - Surveys to rising class
  - Advisory
  - YouthTruth

### Now
- How are students experiencing my class?
- What small changes can I make to improve my students’ experience?
- How can I better understand where my students are coming from?
  - Exit Cards
  - Google Surveys
  - Activity Debriefs
  - Community Circles
  - Student Choice

### Reflection
- What parts of the year went well?
- What parts of the year could be improved?
- How do I want to push myself as a teacher?
  - 1-on-1s
  - Presentations of Learning
  - Focus Groups
  - YouthTruth
  - 3-2-Q
Feedback for Planning

Goal: To design an experience that engages and supports students.

**Charrette Protocol** → Focused brainstorming

**Project Tuning Protocol** → Student feedback on an existing idea

**Student Surveys/Focus Groups** → Unearth interests and hopes for the year

**Codesign and the design process** → Have to be OK with letting go
Feedback for Now

Goal: To make small modifications as needed to ensure an experience is:

- Engaging
- Supportive
- Purposeful
"I know that if we ask for it we would get help but we feel like figuring it out on our own would make the most growth and get us the most out of this class."

"I think people are at the researching stage and it can be a bit confusing on what we were actually supposed to do/it's getting a bit blurred, but once people start creating projects based on their research it'll become clearer."

"I really like engineering but I feel like what we are doing isn't engineering or at least it wasn't the type of engineering that I was expecting/wanting. I really like building and etc and that's what I was expecting."
Feedback for Reflection

**Goal: To set informed personal goals**

- Build feedback into the end of semester structures
  - Presentations of Learning (POLs)
  - 1-on-1 conversations/grade negotiations
- 3-2-Q
  - 3 Celebrations
  - 2 Hopes or Goals
  - 1 Question/Wondering
- YouthTruth
**PME Check In**

**PROTOCOL**
1. Rate from 1-10 how you are feeling
2. Describe how you are feeling . . .
   a. Physically (Your body)
   b. Mentally (Your Mind)
   c. Emotionally (Your Feelings)

**NORMS**
- Take as much time as you need
- No pressure to share
- Honor seriousness of sharing
- Hear what your peers are sharing
- Do not respond to what is being said
- “What happens in Vegas stays in Vegas.”
Group Reflection

"I liked…"
Importance of Student Voice

A Student Perspective
Change and Growth is a Positive Thing

Teachers must be willing to change

- Senior Math
  - Data was showing that Junior and Senior students were not feeling like they were being prepared for college in the math classes.
  - Math teachers collected additional data from students to help design their senior math classes.
  - Lead to a structure that allowed seniors to pick their math class depending on their personal needs.
Transparency & Trust

Structures for hearing student voice create transparency and trust between students and the school.

• Looking at YouthTruth data together in advisory class.
  – Students see the same school data as teachers/administrators.
  – Students can empathise with teachers through honest discussions.
  – Encourages conversation and communication within the community.

• Socratic seminars continuously modified in humanities class due to exit card feedback.
  – Teachers show that they care about the students’ experiences in the classroom.
Student Empowerment

- Students feel empowered when they’re voices lead to real change.
  - Exit card feedback lead to a change in the quiz, partner and seating structures in math classes.
  - *Project Based Learning and Deeper Learning* values qualities such as problem solving and initiative. Empowering students to lead change in their school is a big part of this.
- Results in a culture where teachers and students are partners in learning.
Words of Wisdom/Warning

• Teachers/schools must be willing to change.
  – If no change is going to happen, then there must be a good reason.

• *Structures for gathering student feedback must be used to avoid things getting personal.*

• Survey not a reflection of you, but the perspective of the students at the moment they took the survey.

• It is impossible to make everyone 100% happy
YouthTruth Student Tips

• Stress importance of data
  – Student’s need to believe that their voices may lead to change.
  – Everyone needs to be honest

• Keep the space safe
  – Students need to feel comfortable giving honest feedback.
    (Anonymous)
  – Norms to encourage constructive feedback
    • Hard on the content, soft on the people
    • Kind, Helpful, & Specific feedback

• Don’t rush it!!
  – Provide more time than Youth Truth suggests, especially if many classes.

• Prep students for reflection.
  – Reflecting is a difficult skill (not all schools do it as much as High Tech High)
  – Have students write some reflective journals in the time leading up to the survey to prime them.
Group Reflection

“I liked…”
Now it’s your turn!

Data Driven Dialogue Protocol

As found on the NSRF Harmony Education Center website.

Overview

This protocol aims to guide a constructive conversation around data that replaces hunches and feelings with informed facts. The protocol is in 3 phases:

1. Predictions
2. Observations
3. Inferences
Phase I - Predictions

Reflect privately and record preliminary thoughts you have about the data.

- I assume...
- I predict...
- I wonder...
- My questions/expectations are influenced by...
- Some possibilities for learning that this data may present...
Phase II - Observations

Look over the data and record what you see. No inferences, just the facts!

• *I observe that*...
• *Some patterns/trends that I notice*...
• *I can count*...
• *I’m surprised that I see*...
Phase III - Inferences

What does this data make you think?

• *I believe the data suggests... because...*
• *Additional data that would help me verify/confirm my explanations is...*
• *I think the following are appropriate solutions/responses that address the needs implied in the data...*
• *Additional data that would help guide implementation of the solutions/responses and determine if they are working...*
What will you take away from this session to help you in your work?