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**May 13, 2009**

**Partnership Meeting Minutes**

*Present*

MAT: Patric Godderis, Chelsey Hawes, Jeena Titus

*Point Defiance*: Mary Kokich, Olga Lay, Mark Pittroff, Marlene Rossi, Pam Watt

*UPS*: Barb Holme, Heather Jaasko-Fisher, Jennice King, Chris Kline, Amy Ryken

**Ideas for Eliciting Student Voice Shared in the Meeting**

--Student led conferences (Lay)

--Weekly or monthly progress reports (Rossi and Pittroff)

Prompts

What did you learn in \_\_\_\_\_ (fill in subject area)

What was the main skill you learned in \_\_\_\_\_ (fill in subject area)

--Goal Setting (Pittroff)

My Goal	What I am going to do	What I did do

As I reflect on my week . . . .

--Portfolios (Lay)

Students select the pieces that they think demonstrate how much they have grown.

--Daily Reflection (Pittroff)

Students complete the stem "I learned . . ." in their daily planner (so families are reading about learning rather than only a list of homework tasks)

--Weekly Newsletter Home (Lay)

Have a space at the bottom for students to write to two prompts

I learned this week . . .

Something I have a question about . . .

**Dilemmas Raised/Questions Posed**

--It takes time for students to develop their own voice as a writer (especially younger students) (Pittroff)

--It needs to be a variety of sources so that students are not parroting back. We need to help students develop the skills to thinking reflectively about what they have been learning about. (Watt)

--Young children's voices are impacted by parents, peers, and the media—what is authentic voice? (Godderis)

- Students have to feel they are in a comfortable, safe space to be open and honest about their learning (it needs to say be safe to say I learned \_\_\_\_\_ but it was boring. (Titus)
- It is hard to talk about yourself. Students could learn to practice by first appreciating peers. (Pittroff)
- Students need practice and training in how to respond.

## Feedback Cards for May 13, 2009

### What are you taking away from today's meeting?

#### ***MAT Students***

Students seeing their voices acted upon might give them inspiration to continue developing their voices. Q: Has the state seen a lack of leadership in its graduating students? Is that why they need proof of student voice?

I have found the reflective nature of the MAT program to be invaluable to my growth as an educator and I want my student to be able to access reflection as a resource as well.

This session brought me to the conclusion that student "voice: shouldn't always have to be verbal, and it should also incorporate student "choice." Where they can choose the avenue that they feel most comfortable and will allow them to best communicate their learning.

#### ***Pt. Defiance Faculty***

I'm taking away that it is good to be together again—this is a very special to discuss issues with UPS staff and student teachers. It's also too bad that such a good idea (student voices) is not better identified as how it is done—or maybe that's a good thing!

Student voice is vital to the reality of a teacher even knowing where that child really is. Allowing them multiple opportunities to reflect on their learning . . .

Provide parents (families) opportunities to "see/hear" their child's reflective thinking. Thanks for a great year!

Eliciting student voice is sooo important in gaining the understanding if students are learning or need further testing . How do you know they are getting it?

Today I am taking with me many more questions than I cam with, for which I am always grateful. The idea of authentic, reflective student voice seem to get so lost in the shuffle of worksheets and unit tests, etc. Where am I attending to student voices? How can I being to create norms and routines in my classroom community that don't mimic my voice, but encourage theirs?

#### ***Puget Sound Faculty***

Took away avenues to elicit student voice beyond verbal interchange.

I really appreciate all of the ideas that came out of our brainstorming . . .it makes me feel more confident about what is ahead (ie, student voice)

Sure and unsure circles which lead me to think of a prompt for students. "What is something you learned today and what does that something make you think about or

wonder about? Student voice does come out everyday in our work with kids—but perhaps sometimes our ears are more focused on what they learned rather than how they learned or how they perceive their learning. How can we focus our ears in a different way. I'm taking away that is not an easy question to answer but perhaps the mere shift in the way we listen to student voice is a big step.

I'm thinking about the idea of variety—collecting evidence from multiple sources (setting goals, writing what I learned, asking students to use rubrics for self assessment). To me the most important thing thing is that we don't forget the complexity of this and work to develop the skills in students so they learn how to evaluate their own learning.