

Lesson Plan: Understanding the Student Voice Survey

Middle/High School

Length: One 60 minute lesson, one 30 minute lesson

Essential Question: *What are the characteristics of effective teaching and learning?*

Anchor Standard

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-Literacy.CCRA.SL.1)

Resources and Preparation

Materials and Technology

- post it notes
- copies of the [Kentucky Student Voice Survey](#) for Grades 6-12
- Optional: Access to [Google Form](#) as an alternative method for delivering student voice survey
- Powerpoint or handout with directions for group work

Websites

[The Big List of Class Discussion Strategies](#)

[Why Talk Partners?](#) (for Middle School)

Preparation

- Plan student groups of 4 with roles (leader, timekeeper, scribe, and reporter).
- Create Powerpoint, handout, or other strategy for delivering directions for group work.
- If you plan to have students use a Google Form to complete the Student Voice Survey, use [this link](#). After opening the link, click *File* → *Make a Copy*. On your new copy, view the form students will see by clicking *Form* → *Edit Form*. To share the survey with your students, access the Form (not the Response sheet) and click the *Send* button in the top right hand corner. Click the link icon next to *Send Via* to access a link you can share with your students.

Instructional Plan

Session 1 (60 minutes)

Student Objectives

I can

- create or review discussion norms with my peers.
- discuss the traits of effective teachers and learning with my peers.
- complete the responsibilities of my group role.
- complete the Student Voice Survey to provide feedback for my teacher.

1. Initiate a class discussion with students to create or review norms for daily activities. What do we expect of ourselves? Our peers? Our teacher? What must we all do to make today successful?
2. Ask students to talk to a partner about the following questions:
 - a. Why is it important for students to provide feedback to teachers about what is and isn't working in class?
 - b. What suggestions do you have to make this class a better learning environment for you?

Note for Middle School Teachers: If students have not been introduced to [Talk Partners](#) this would be a good time to introduce the topic. Be sure students understand that to be good talk partners they need to sit knee to knee and follow the proper talk partner protocol.

3. When they have finished talking to their partners, ask students to write their answers on post it notes and place them in no particular arrangement on a wall, whiteboard, or chart paper to create an [affinity map](#).

Note for Middle School Teachers: Before students start writing on their post-its, you may want to discuss and give examples of hurtful and helpful feedback so students understand the difference. Students may think giving critical feedback is hurtful rather than helpful, and you may have to help them change that mindset.

4. When students are finished posting their ideas, ask them to begin grouping them into similar categories, then label the categories and discuss why the ideas fit within them, how the categories relate to one another, and so on.
5. Inform students that they will be discussing the aspects and characteristics of effective learning environments, working together to understand the prompts on the student voice survey, and then completing the survey individually.
6. Project or display student groups and inform students of the responsibilities for each role.
 - a. The **leader** will read directions aloud and lead the group through discussion.
 - b. The **timekeeper** will keep track of time and keep group on task.
 - c. The **scribe** will take notes for the group.
 - d. The **reporter** will present the group's ideas.

7. Project or display the following directions and prompt the student leader to begin reading them:

Work together to write a list of statements that describe classrooms where students are best able to learn.

- *What do effective teachers **do**?*

- *What do they **say**?*
- *How do they **treat** students?*
- *What do **students** do and say in effective classrooms?*

Note for Middle School Teachers: Your students may need some specific modeling and/or examples before they begin working in groups. For example, you may say something like “Sometimes when teachers ask questions, only 2 or 3 students answer. How might that look different in an effective classroom so that all students have an opportunity to share their ideas and be heard?”

8. While students are generating statements, the timekeepers will use a device or clock to keep their peers on task for five minutes while scribes list the questions the group comes up with during discussion.
9. When time is up, ask one of the student reporters to share the statements his/her group came up with while you list them on the board (or otherwise record them where all students can see them). Ask the next student reporter to share any of his/her group’s statements that the first reporter didn’t share, and so on, until all student reporters have shared.
10. Distribute copies of the Student Voice Survey for grades 6-12.
11. Ask students to read each survey prompt individually and mark any word, phrase or prompt for which they are not completely certain about the meaning.
12. Inform students that they’ll be working in their groups to clear up misconceptions or confusion. The group leader will lead the discussion while the timekeeper tracks the passage of 5-10 minutes and keeps the group on task.
13. Project or display the following directions and prompt the student leader to begin reading them:
Each of us will share the words, phrases, or prompts that we marked. Then we will work together to clarify the meaning of these words, phrases or ideas. The group scribe will keep notes about our discussion. If there are misconceptions or confusion that we cannot clear up, the group scribe make note of them.
14. As a class, move through each of the sections on the survey, discussing the misconceptions or confusions that students encountered and how their group cleared them up.
15. Invite group reporters to share the words, phrases, or ideas that their groups were unable to figure out together. Before you clarify them, ask other groups if they encountered the same misconceptions or confusion and ask them to explain how their group cleared it up.
16. Finally, ask students if the Student Voice Survey describes a teacher and classroom like the one they imagined at the beginning of the lesson, using the notes you took as a reference. What differences or similarities do they notice, and what is the significance?

17. Explain that the purpose of the Student Voice Survey is to gather honest feedback from your students so that you can improve, and that you plan to share the results with them to plan for improvement.
18. Ask students to complete the Student Voice Survey.

Session 2 (30 minutes)

Student Objectives

I can:

- discuss ways my teacher and I, along with my peers, can improve teaching and learning in our class.
 - create a plan to improve teaching and learning.
1. At the beginning of class, share the results of the Student Voice Survey with your students. For the purpose of discussion, select one area that you would like to focus on for this lesson.
 2. Explain the [structure of a snowball discussion](#) and use the reflection questions below to engage students in a discussion about how you might improve teaching and learning in your class in the selected area.

Student Reflection Questions

- a. What would you like to see more of in this area?
 - b. What would you like to see less of in this area?
 - c. In the next week, what can I do differently to improve teaching and learning in this area?
 - d. In the next month, what can I do differently to improve?
 - e. In the next week, what can *students* do differently to improve the learning environment?
 - f. In the next month, what can *students* do differently to improve the learning environment?
3. Create a class calendar or poster to record and display your improvement plan.

Other Approaches:

- Instead of using an affinity map at the beginning of Session 1, employ a gallery walk, snowball discussion, or one of these other [speaking and listening techniques](#).
- Instead of using paper copies of the Student Voice Survey, [create a Google Form](#) for students to complete.
- In Session 1, instead of having students mark confusing words, phrases, or prompts, you may have students paraphrase each prompt in groups so that an elementary school student could understand its meaning.
- The reflection in Session 2 could be an individual written reflection assigned to students rather than (or in addition to) a discussion. Provide a written version of the questions and ask for anonymous written suggestions (in

addition to those discussed in class) to hear from students who might be less comfortable vocalizing their ideas to the whole group.