Student Voice & Choice
Empowering student-centered learning in the classroom by allowing students to showcase their learning by solving challenges they are most passionate about and selecting the medium through which they present their solutions.

Key Method
Democratization of student classroom activities and presentation mediums

Method Components
The educator provides democratic opportunities in two areas for students to showcase their knowledge of a content area or learnings from a challenge-based activity. This activity can be conducted individually, in small groups, or in whole-group instruction.

What is meant by Student Voice & Choice?
- “Student Voice goes beyond token representations of students on school committees. It requires a deep reconsideration of the role of students in the school, not as a place that transmits knowledge, but as a community of learners.”
  (Zhao, 2012, pg.183)

Suggested Implementation:
1. Introduce the project/challenge topic to students and share the norms/standards that are typical during instruction.
2. Provide introductory information about the topic through a variety of instructional strategies (flipped classroom, media, etc.) and check for student foundational understanding through a variety of formative assessments to further inform and drive instruction. It is important to give students enough time and resources to do the work they need to do.
3. Invite students to become a part of the learning experience and become the creators of knowledge rather than consumers of knowledge. Encourage students to ask questions, ask for help, give feedback, etc. throughout the duration of the project.
4. Students identify an area of interest that is related to the topic presented by the educator. The educator serves as a guide/facilitator throughout the process.
5. Students investigate (research) the area of interest to develop their understanding and develop parameters for their projects.
6. Teacher collaborates with students to develop a rubric with criteria for how their projects will be reviewed and how the educator will give feedback. By collaborating with the educator on the rubric, the students will have buy in and a better understanding of the level of quality required of their end products. The rubric should include strands that assess teamwork, research, presentation, and other criteria students determine necessary for success.
7. Students begin by Brainstorming/Idea Generating their thoughts about the project. They may use apps such as Google Docs or a mind-mapping tool like LucidChart or Mindmeister to support the project; they also may use other creative/physical methods such as drafting paper, brainstorming on
an expo wall, etc. This process may take longer than expected to ensure students take their time going through their ideas and ensuring their draft is of high quality before they bring it to life.

8. Once students have designed quality drafts, the educator may invite students to write-up or discuss their proposal for how they plan to demonstrate understanding, what resources they will use, how they will present what they learned, and how they will measure whether they are successful.

9. Students begin designing their product to showcase their understanding of the topic. Ensure that students meet all the criteria of the rubric they developed. They may also need to continue exploring their topic to make their product more robust.

10. Ask groups to present/share their projects with individual or groups of students for feedback and approval. The educator serves as a guide and facilitator. The educator may also provide specific/focused feedback to enhance the quality of the product. Students may also utilize this time to test out their products with audiences.

11. Students evaluate feedback and utilize data to refine their product.

12. Students finalize their product and present/share their final work with authentic audiences and school stakeholders (parents, community members, other teachers, school admin, etc.) of their choosing for final reflection.

Supporting Research


Resources

- 5 Ways to Give Your Students More Voice and Choice http://www.edutopia.org/blog/five-strategies-more-voice-choice-students-rebecca-alber
- 10 Ways to Encourage Student Voice and Choice http://bit.ly/1KBOSSQ
- Giving Students a Voice in the Classroom http://bit.ly/1FGyMTw
Submission Guidelines & Evaluation Criteria
Following are the items you must submit to earn this micro-credential and the criteria by which they will be evaluated. To earn the micro-credential, you must receive passing evaluations for Parts 1, 3, and 4 as well as a “Yes” for Part 2.

Part 1. Overview questions
(200-word limit for each response)

- **Activity Description:** Please provide a short, contextual description of the activity in which Student Voice and Choice was demonstrated.
  - **Passing:** Activity description is clear with sufficient contextual detail to know what the teacher did to implement this competency.

- **Activity Evaluation:** How do you know your students increased their proficiency as a result of incorporating Voice and Choice into instruction? What evidence did you collect that demonstrates these learning gains?
  - **Passing:** Activity evaluation process and evidence are clear, appropriate, and sufficient to evaluate the competency’s effectiveness.

Part 2. Evidence/artifacts
Please submit examples of student work from two students (such as links to writing, audio, images, video, other media) that demonstrate progress toward incorporating Student Voice & Choice into instruction.

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<th>“Yes”</th>
<th>“Almost”</th>
<th>“Not Yet”</th>
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<td>Student work examples show conclusive evidence that the educators considered Student Voice &amp; Choice in designing the activity (democratization of student activities and/or presentation mediums). The evidence highlights at least two areas where students have showcased evidence of that learning in a content area.</td>
<td>Student work examples show partial or incomplete evidence that the educator considered Student Voice &amp; Choice in designing the activity (democratization of student activities and/or presentation mediums). The evidence fails to highlight at least two areas where students have showcased evidence of that learning in a content area.</td>
<td>Student work examples show no evidence that the educator considered Student Voice &amp; Choice when designing the activity (democratization of student activities and/or presentation mediums). The evidence fails to highlight at least two areas where students have showcased evidence of that learning in a content area.</td>
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Part 3. Student reflections
For the evidence listed above, please submit two student reflections on the activity. Use the following question as guidance (200-word limit for each reflection):

- How did the incorporation of Student Voice & Choice help facilitate and improve student-centered learning?
  - **Passing**: Student reflections clearly indicate how the incorporation of Student Voice & Choice facilitated and improved student-centered learning, and the reflections are specific and convincing.

Part 4. Teacher reflection
Provide a reflection on what you learned, using the following question as guidance (200-word limit):

- What was the impact of incorporating Student Voice and Choice into your instruction?
- Were there any relevant challenges or observations with implementation?
  - **Passing**: Reflections clearly indicate how the activity affected both the students and the teacher, and the reflection includes challenges and observations.