

## Facilitation Tool for Guiding Student Voice and Agency

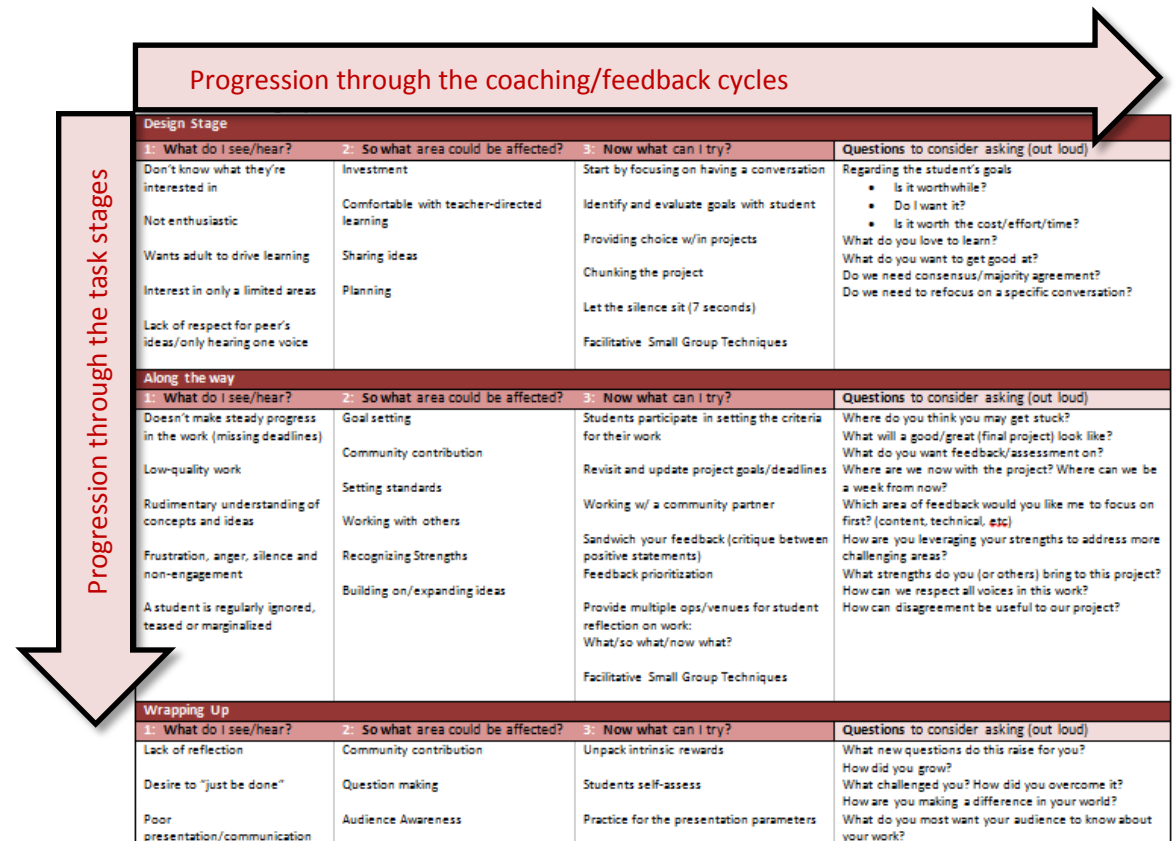
This tool is to help identify common check points and coaching opportunities throughout a project or task to ensure that student voice is driving the learning. Student voice should play a large part in the design of the task; it should be in every conversation throughout the execution of the task; and it should be the defining perspective represented during the wrap up (in documentation, final reflection and/or presentation).

The chart moves **down** the three stages of design, execution and wrap up as the task progresses, but it can also be read from **left to right** as the smaller cycles of coaching and feedback happen within each stage.

This chart is designed to help identify common artifacts or observations that indicate a need for coaching around student voice, contained in the first column. (“What do I see/hear?”) These observables need to be traced back to their root causes (“So what area could be affected?”) before any action should be pursued (“Now what can I try?”). The fourth column provides a sampling of question ideas that can be useful throughout the process. You may find yourself naturally starting from the third and fourth columns, keeping an eye out for evidence from the first column.

**Each box** in the chart contains a sample of what could be happening at each point in the process. These lists are not exhaustive, nor do they necessarily correlate to any information in any other boxes.

Consider using a similar **(blank) template** to test your own hypotheses and strategies when working with your students. Start with your own observations (What?) and then try to find as many different areas that could result in such evidence (So What?). From there, try a few strategies (Now What?) and record their effectiveness. Ask students for clues into the (So What?), and, when appropriate, propose your strategies to students so they become partners in their improvement. Some students may even have ideas for strategies. The more the students can own this process, the better the results.



Design Stage			
1: What do I see/hear?	2: So what area could be affected?	3: Now what can I try?	Questions to consider asking (out loud)
<p>Don't know what they're interested in</p> <p>Not enthusiastic</p> <p>Wants adult to drive learning</p> <p>Interest in only a limited areas</p> <p>Lack of respect for peer's ideas/ only hearing one voice</p>	<p>Investment</p> <p>Comfortable with teacher-directed learning</p> <p>Sharing ideas</p> <p>Planning</p>	<p>Start by focusing on having a conversation</p> <p>Identify and evaluate goals with student</p> <p>Providing choice w/in projects</p> <p>Chunking the project</p> <p>Let the silence sit (7 seconds)</p> <p>Facilitative Small Group Techniques</p>	<p>Regarding the student's goals</p> <ul style="list-style-type: none"> <li>Is it worthwhile?</li> <li>Do I want it?</li> <li>Is it worth the cost/effort/time?</li> </ul> <p>What do you love to learn?</p> <p>What do you want to get good at?</p> <p>Do we need consensus/majority agreement?</p> <p>Do we need to refocus on a specific conversation?</p>
Along the way			
1: What do I see/hear?	2: So what area could be affected?	3: Now what can I try?	Questions to consider asking (out loud)
<p>Doesn't make steady progress in the work (missing deadlines)</p> <p>Low-quality work</p> <p>Rudimentary understanding of concepts and ideas</p> <p>Frustration, anger, silence and non-engagement</p> <p>A student is regularly ignored, teased or marginalized</p>	<p>Goal setting</p> <p>Community contribution</p> <p>Setting standards</p> <p>Working with others</p> <p>Recognizing Strengths</p> <p>Building on/expanding ideas</p>	<p>Students participate in setting the criteria for their work</p> <p>Revisit and update project goals/deadlines</p> <p>Working w/ a community partner</p> <p>Sandwich your feedback (critique between positive statements)</p> <p>Feedback prioritization</p> <p>Provide multiple opportunities/venues for student reflection on work</p>	<p>Where do you think you may get stuck?</p> <p>What will a good/great (final project) look like?</p> <p>What do you want feedback/assessment on?</p> <p>Where are we now with the project? Where can we be a week from now?</p> <p>Which area of feedback would you like me to focus on first? (content, technical, etc.)</p> <p>How are you leveraging your strengths to address more challenging areas?</p> <p>What strengths do you (or others) bring to this project?</p> <p>How can we respect all voices in this work?</p> <p>How can disagreement be useful to our project?</p>
Wrapping Up			
1: What do I see/hear?	2: So what area could be affected?	3: Now what can I try?	Questions to consider asking (out loud)
<p>Lack of reflection</p> <p>Desire to "just be done"</p> <p>Poor presentation/ communication</p>	<p>Community contribution</p> <p>Question making</p> <p>Audience Awareness</p>	<p>Unpack intrinsic rewards</p> <p>Students self-assess</p> <p>Practice for the presentation parameters</p>	<p>What new questions do this raise for you?</p> <p>How did you grow?</p> <p>What challenged you? How did you overcome it?</p> <p>How are you making a difference in your world?</p> <p>What do you most want your audience to know about your work?</p>

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