Lesson Plan: Understanding the Student Voice Survey
Elementary School
Length: 60 minutes

Anchor Standards

- Interpret words and phrases as they are used in a text, including determining, technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (CCSS.ELA-Literacy.CCRA.R.4)
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (CCSS.ELA-Literacy.CCRA.L.6)

Resources and Preparation

Materials and Technology

- copies of the Kentucky Student Voice Survey Grades 3-5
- copies of Y-Chart organizer
- copies of student presentation rubric
- poster board or bulletin board paper
- markers
- post it notes or index cards

Preparation

- Prepare a list of sites to show students.
- Create hypothetical classroom situations ahead of time. (See step 16.)
- Form student groups ahead of time or make plans for randomly choosing groups.

Instructional Plan

Student Objectives

I can:

- explain the purpose of the Student Voice Survey.
- use the Student Voice Survey questions to determine what the classroom looks like, feels like, sounds like.
- create a product based on my discussion.
- present and discuss findings to the class.

1. Post and read the essential question: What is the purpose of a Student Voice Survey?
2. Explain to students that they will have the opportunity to answer this question at the end of class.
3. Review Student Objectives with students.
4. Show students the pictures of the businesses below. Ask students what all of these sites have in common.

5. Allow students to think independently and then discuss for 30 seconds the answer to the question.
6. Have students share their thoughts about the answer.
7. Guide students in a discussion about these websites soliciting feedback from its customers.
8. Why is soliciting feedback from customers important (value the customer's thoughts and opinions)? What do the businesses do with the feedback (use it to improve upon their services and products, to make the customers happy)?
9. Explain to the students that a Student Voice Survey provides feedback to teachers from their “customers” - the students. Teachers value feedback from

students. Teachers use the feedback to improve upon relationships, classroom instruction, and management.

10. Clarify the purpose of the Student Voice Survey.

11. Have students turn and talk to one another about the purpose of the Student Voice Survey.

12. Explain to students that in order for teachers to get the feedback that they need, they have to ask specific questions about things that happen in a classroom.

13. Explain to students that they will have the opportunity to answer these questions this year, but first you want to make sure they understand what the questions mean.

14. Hand each student a copy of the Student Voice Survey Questions for Grades 3-5 .

15. Spend time with students highlighting specific words and phrases that you will be discussing with them.
    - Support: "pushes us"
    - Transparency: "orderly"
    - Understand: "summarize"
    - Discipline: "waste time" and "slows down our learning"
    - Engage: "interesting"
    - Nurture: "gives us time to explain our ideas"
    - Trust: "speak up"

16. Briefly explain and discuss what each highlighted word or phrase means. Give relevant examples to help with understanding, but try to avoid comments that will skew perceptions. Try to avoid phrases that start with, "remember in class when we…", "this is like the time we…" Hypothetical situations would be best.

17. Give students some time to read through the rest of the questions and ask for clarification.

18. When the vocabulary discussion is complete, divide students into groups of 6 or 7.

19. Assign each group a section of the Student Voice Survey Questions: S.T.U.D.E.N.T

20. In their groups, students are to read the statements under their assigned section.
21. Students will take a few minutes to discuss what they think each statement means - asking the teacher for clarification if needed.
22. Based on their conversations and the provided statement, students will create a Y-Chart to describe what a classroom looks like, sounds like, and feels like. Students will use words or phrases to explain what they would hear, what they would see, and how they would feel in a classroom that matched the statements given.
23. When students have finished the organizer, they may transfer their information onto poster board or bulletin board paper for the presentation (Students may also create something electronically).
24. Provide students with the rubric to guide their presentation and for scoring.
25. When products are complete, have students present their findings. Open the floor for discussion about each presentation.
26. After everyone has shared presentations, have students answer the essential question on a post-it note as an exit slip.

Other approaches:

- This lesson could be divided into two 30-minute sessions.