

Raising Student Voice & Participation (RSVP)



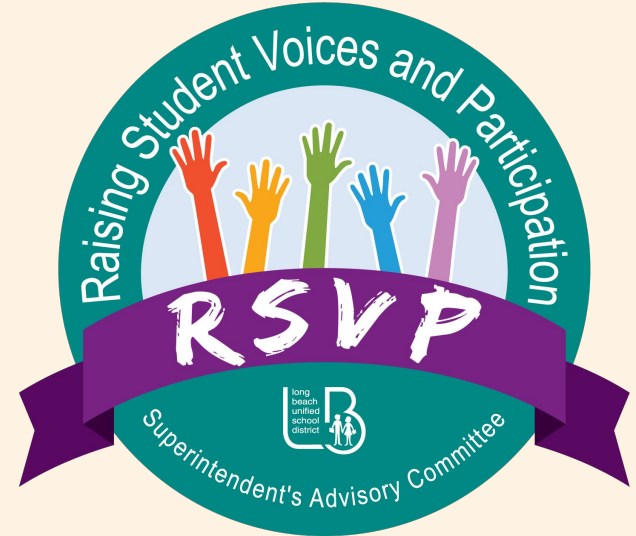
LONG BEACH
UNIFIED • SCHOOL • DISTRICT

December 12, 2024
3:45 – 5:15 pm (Zoom)



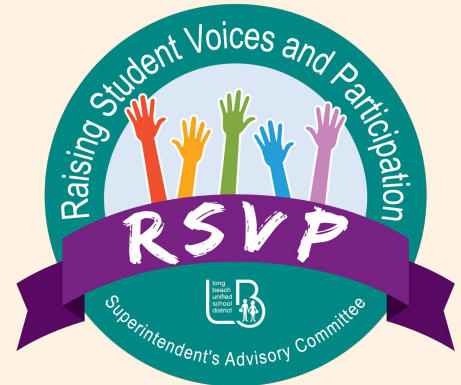
Agenda

1. Overview & Overarching Purpose
2. Welcome & Inclusion Activity
3. Equity Dilemma Share Outs
4. Empathy Deep Dive
5. Next Steps



Zoom Etiquette

- Cameras on & mute your mic
- Rename with your name, school and preferred pronouns (e.g. she/her/hers, he/him/his, they/them/theirs)
- Raising your hand
- Be aware of your surroundings
- Ask questions in chat
- Have fun!

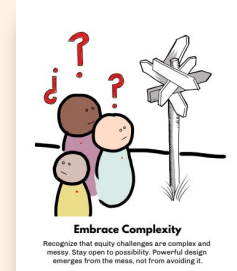
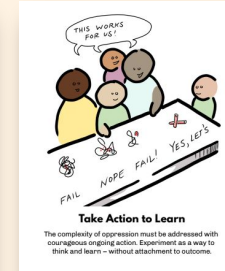
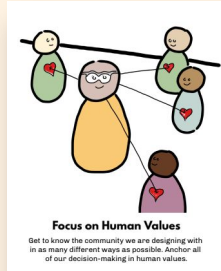
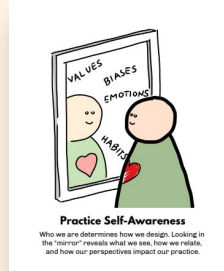
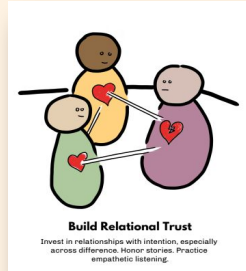


*Excellence
and Equity*

Overarching Purpose: Reminder

- Elevate student voice and student experience to inform school and district decision making (Core Values)
- Provide a structure for two-way communication and co-design partnerships between adults and students (System Portrait)
- Provide a safe place for students to activate the leadership skills that they are learning and/or developing in alignment with the Graduate Portrait
- Build relationships between adults and students where all voices are equal (Adult Portrait)

Community Agreements



- Ask questions beginning with "Tell me more..." to surface what we don't know, rather than asserting what we think we know
- Build from the strengths, stories, & skills of the team and honor the wisdom in the community
- Keep the problem *and* solution spaces open by listening to multiple, diverse perspectives rather than rushing to fix
 - Powerful design emerges from the "mess," which shows that we are doing something and trying new ways
- Put aside preconceived notions of how things should be and think/talk "crazy" (wild ideas to spark creative courage)
- Create opportunities for sense-making before decision-making

Feedback on Feedback (83% Response Rate)

Prompt	% Agree or Strongly Agree
Today increased my relational trust with other members of the group.	90%
Today adequately covered content relevant to my role as an RSVP student leaders.	100%
Today contributed to my clarity and sense of common purpose with members of the group.	100%
Today provided me with immediately useful materials or ideas.	85%

Based on the data set provided, the top three themes that emerge about what participants found **most meaningful** are:

1. **Connection and Building Relationships** – Many participants emphasized the value of getting to know others, especially through breakout rooms and icebreakers. They appreciated forming personal connections, finding commonalities, and feeling a sense of camaraderie with fellow leaders.
2. **Empowerment and Inclusion** – A recurring theme was the recognition of everyone's voice and the importance of their perspectives being heard. Several participants mentioned feeling motivated by the inclusivity and encouragement to share their thoughts, as well as by the leadership messages conveyed during the session.
3. **Practical Tools and Preparedness** – Participants appreciated the practical elements of the session, such as sentence prompts, interview notes, the RSVP timeline, and email templates. These tools were seen as actionable resources that boosted their confidence and readiness to lead effectively.

Based on the feedback, the top two themes for **improvement** are:

1. **Enhancing Peer Connection and Participation** – Participants consistently expressed a desire to **get to know their peers better** and build stronger connections.
 - a. More **breakout rooms** or **smaller group discussions** with enough time to foster meaningful connections.
 - b. Opportunities to **rotate groups** to meet a wider range of participants.
 - c. Structuring activities to encourage interaction and participation.
2. **Providing Clearer Guidance and Practical Resources** – There is interest in having:
 - a. More **directive materials** outlining timelines, goals, and actionable steps for the program.
 - b. Guidance on **leadership skill development**, such as advice from leaders in various fields.
 - c. A focus on how participants can **translate their ideas into impactful actions**.

Both themes emphasize a balance between fostering a collaborative environment and equipping participants with the tools they need to succeed as leaders.

Welcome and Inclusion

Chimamanda Ngozi Adichie



"Many stories matter. Stories have been used to dispossess and to malign. But stories can also be used to empower, and to humanize. Stories can break the dignity of a people. But stories can also repair that broken dignity."

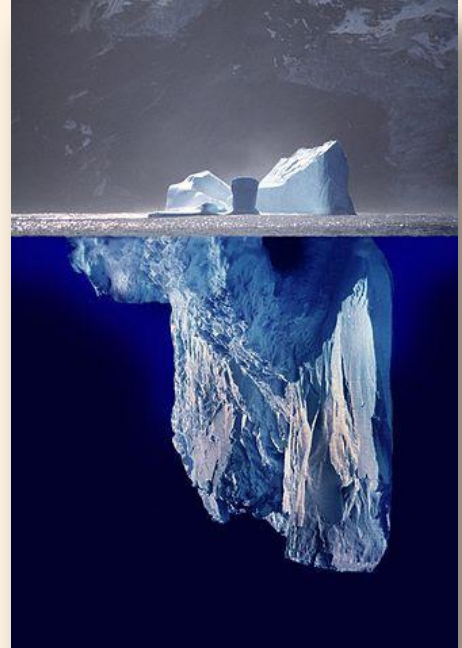
If you only knew?

An activity to get to know your peers and why they are the way they are! More specifically, their *accumulated life experiences* in micro-stories.

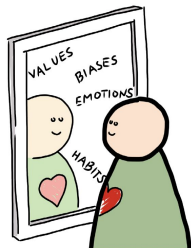
Instructions:

Complete the following sentence and be prepared to share aloud:

If you only knew that _____, you would understand why _____.

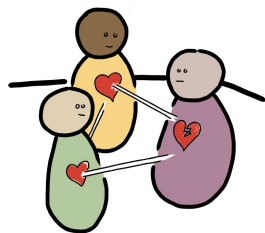


Examples: If you only knew...



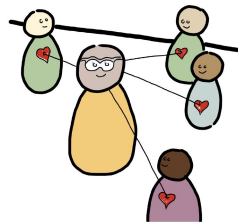
Practice Self-Awareness

Who we are determines how we design. Looking in the "mirror" reveals what we see, how we relate, and how our perspectives impact our practice.



Build Relational Trust

Invest in relationships with intention, especially across difference. Honor stories. Practice empathetic listening.



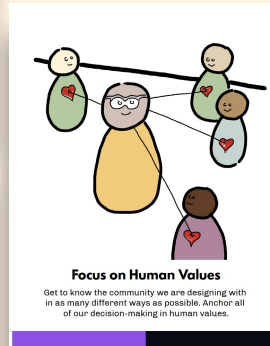
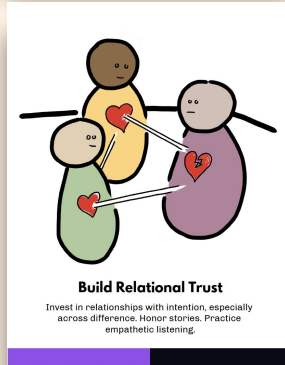
Focus on Human Values

Get to know the community we are designing with in as many different ways as possible. Anchor all of our decision-making in human values.

If you only knew that my mother had to fight for her education in a country that didn't allow her to get one, you would understand why I see education as the key to justice and equity.

If you only knew that I grew up with sidewinder snakes in the desert, you would understand my paralyzing fear of snakes.

Examples: If you only knew...



If you only knew that my father and mother were both the first to go to college in their families, you would know where I get my value of education.

If you only knew that I am a cancer survivor/thriver, you would know how I developed the courage that I have to do things even when I am scared.

Co-Design: Quick Review

We believe the every student has the ability to thrive and that success requires that we attend to the needs of the whole child. We believe that incorporating student voice and building student agency, so that students can intentionally influence their own circumstances, are essential to our success in understanding and meeting each student's needs.

Vision 2035 Core Values: Centering Student Needs and Voice



Co-Design



Adult Driven:

Adults are primary organizers, but work in meaningful partnership with youth over time. This mode is appropriate when youth don't have the capacity to be full and equal partners, but their voice and perspective is critical to the effort.



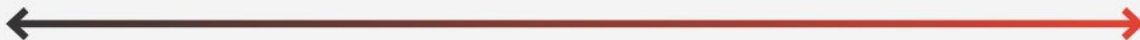
Co-Driven:

Effort is driven jointly by youth and adults. Strong structures, processes (e.g. regular time, clear communications), and trusting relationship are vital to success here, and perspective is critical to the effort.



Student-Driven:

Students are primary organizers. Adults, as allies, play a supporting role in service of student leadership and can provide "bridges" to the rest of the system.



Student Voice and Leadership

Students are often ready to express their needs and desires (use their voice) and take on more leadership than adults are ready to invite. That said, there are important skills and mindsets for students to learn that support their own equity leadership development. The following table was adapted from Californians For Justice, 2022.

Not Partnering	Being Heard	Collaborating	Leading
Dismissed, Tokenized, Marginalized	Episodic	Partnering over time	Stepping forward
	Students articulate their perspective, serve as data source, provide feedback	Students involved as stakeholders, collaborate with adults, co-construct decisions	Students identify problems, generate solutions, direct collective activity
	Expression, Consultation	Participation, Partnership	Activism, Leadership



Adult Partnership

Adult Partnership

Adult educators need to consider where they need support or guidance in order to partner with students in liberatory ways in service of equity. It is important to name the need to tend to this as a growth area and provide a way for adults to develop their own capacity as liberatory partners to students.

Not Partnering	Hearing	Collaborating	Supporting
Dismissive, Paternalistic, Tokenizing	Episodic	Partnering over time	Stepping back
	Adults learn to learn from youth; decenter own adult perspective	Adults learn to partner with students; recognize the necessity of youth input	Adults learn to transform power more broadly and sustainably



DRAFT Timeline Overview

Introduction & Orientation

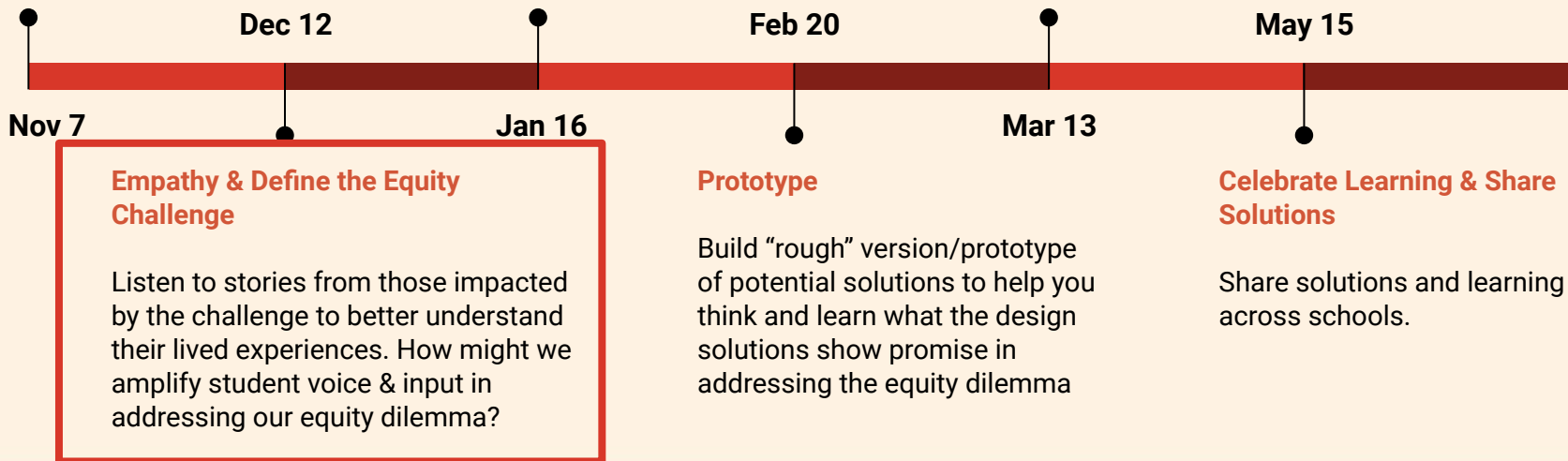
Define purpose of the group and build a shared understanding of the co-design partnership to support site equity dilemma

Imagine

Involve our peers and adult liaison in coming up with creative solutions to the equity dilemma

Try

Share the prototype in rough form with others to get feedback on what's promising so you can improve your design.



Collaborative Sense Making

Equity Dilemma Interview

In breakout rooms, share highlights from your interview with your principal or designee using these three questions:

1. What is our school's equity dilemma?
2. How did you select this equity dilemma?
3. What do you want to know from a student's perspective that would help you learn more about (and perhaps even solve) your equity dilemma?

Consider what **similarities and differences** exist across sites and where opportunities to collaborate and learn from one another might want to emerge.



Whole Group Share Out

As you think about your discussion, what emerged in relation to the following two prompts?

- ❑ What did your administrator or their designees want to know from a student's perspective that would help you learn more about (and perhaps even solve) your equity dilemma?
- ❑ Consider what similarities and differences exist across sites and where opportunities to collaborate and learn from one another lie.



Building Empathy

What did your administrator or their designees want to know from a student's perspective that would help you learn more about (and perhaps even solve) your equity dilemma? How can we gather this information?

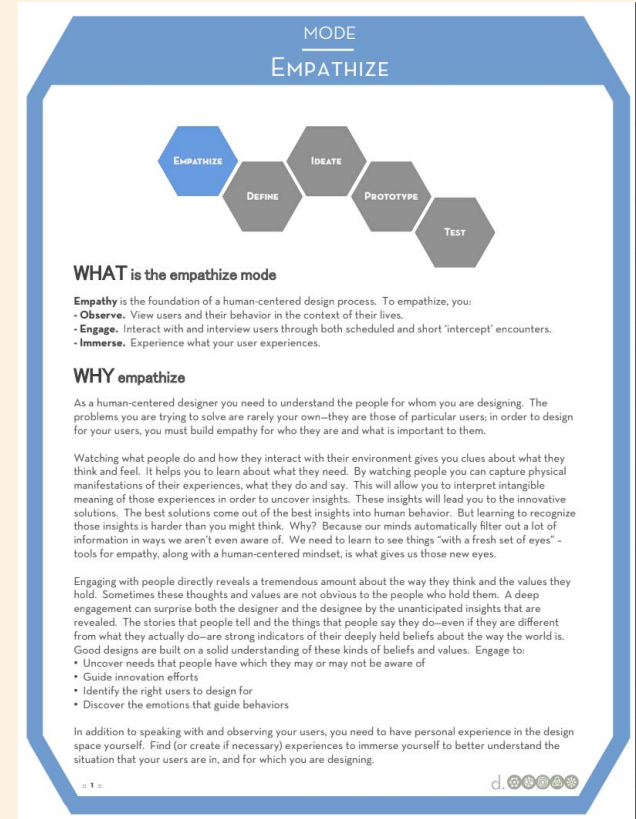
Empathize



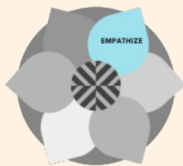
Empathy is the foundation of a human-centered design process. To empathize, you:

- Observe
- Engage
- Immerse

Read the one-pager and be ready to share highlights.



Empathize

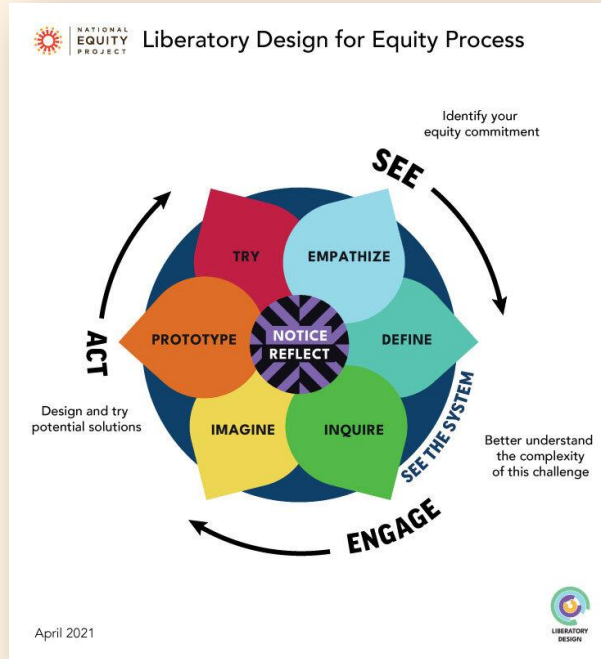


In school alike groups, consider HOW you will gather information from your peers to help answer the questions that your administrator or designee had about the Equity Dilemma.

Observe	Interview	Immerse
<u>What? How? Why?</u>	<u>Interview Preparation</u> <u>Interview for Empathy</u> <u>Extreme Users</u>	<u>Shadow a Student</u>
<u>Note-taking Template</u> (Make a copy)		

Next Steps

What now?



- ❏ Conduct Empathy Exercises
- ❏ Come ready in January to Define the Challenge and to Imagine ways to bring peers into the co-design process.



Feedback

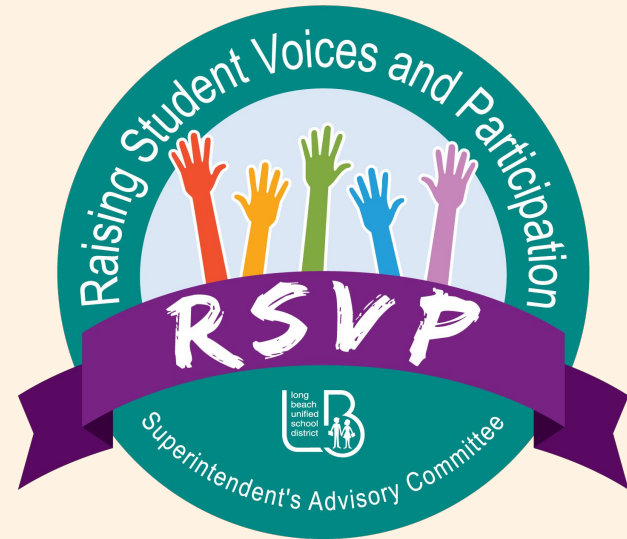
EXIT SLIP

"By centering students' needs through the liberatory design process, we repositioned students as centers of knowledge. We listened to them in ways that shifted our practice, and we recognized that both teachers and students have the capacity to educate each other... Our students recognized that their voices and perspectives mattered, and they began to advocate for themselves in new ways."

Jessica Lee Stovall, Lamar Timmons-Long, Thomas J. Rodney and Taylor Hall
"Black Teachers' Use of Liberatory Design to Promote Literacies of Healing"
(Stovall 2023)

Next Meeting

- Thursday, January 16,
3:45 – 5:15 pm (Zoom)
- Discuss Empathy
Findings, Define the
Challenge, and Plan for
Imagining a solution



Thank You!

