

# **Youth, Data, Action:** **Engaging Elementary** **Students in Data-Driven** **Action to Create Positive** **School Climate**

## **A Presentation by** **UP for Learning**





## **Presenters**

- **Ana Lindert-Boyes, UP for Learning (Twinfield High School)**
- **Bailey Hier, Poultney High School (Middletown Springs Elementary School)**
- **Chayse Newell, Hazen Union High School (Hardwick Elementary School)**
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- **Logan Cane, Hazen Union High School (Hardwick Elementary School)**
- **Sharon Koller, UP for Learning**



## Core Constructs of Equity in PBIS

- **Access** All students have entrance into, involvement with, and full benefit of quality learning opportunities. (Paris, 2012)
- **Representation** Having presence in decision-making and content. (Mulligan and Kozleski, 2009)
- **Meaningful Participation** All students have agency and are empowered to contribute in effectual ways. (Fraser, 1998)
- **High Outcomes Solutions** benefit all students towards self-determination and the ability to act as contributing citizens in a democratic society and global community. (Waitoller & Kozleski, 2013)



# **Youth-Adult Partnership at Work!**

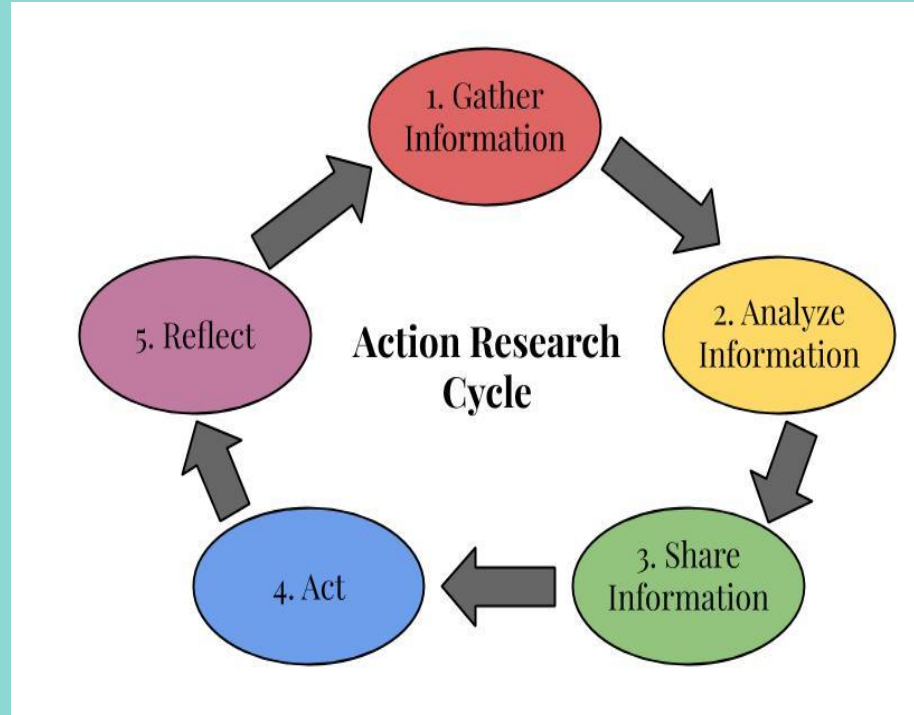
Hardwick and  
Middletown Springs  
[video](#)

# Getting to 'Y': Youth Bring Meaning to Their Own Data



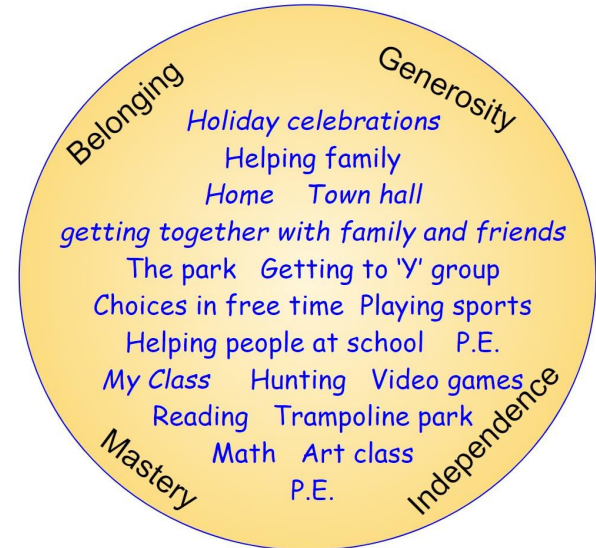
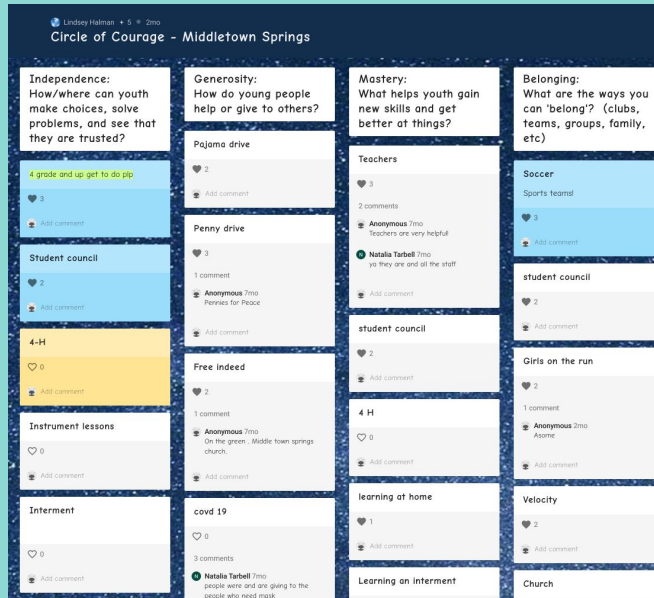
- *Data WITH and FOR youth instead of ABOUT youth.*
- *Youth as experts in their own experiences.*
- *Applying youth insights and experience to local data.*

# *Youth Participatory Action Research Cycle*

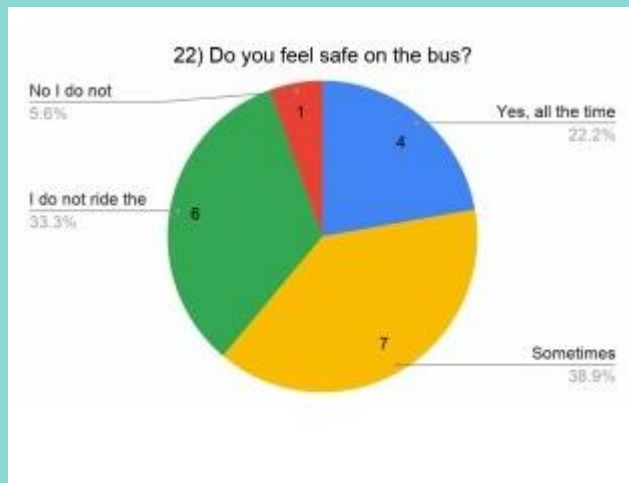


# Step 1: Gather Information

- Survey data - School Climate Surveys
- Training for youth-adult teams
- Start with Strengths! Circle of Courage® Starr Commonwealth



## Step 2: Analyze Data



**Strength** - Something to celebrate!

**Concern** - Something that needs to change and that you can work on.



# Hardwick

# Middletown Springs

## TOP STRENGTHS IN SCHOOL CLIMATE SURVEY:

1. Students follow our school expectations.
2. Teachers follow our school expectations.
3. Students feel safe at school and in their classroom.

## TOP CONCERNS IN SCHOOL CLIMATE SURVEY:

1. Some students don't enjoy being at school.
2. Students don't always feel consequences for not meeting expectations are fair.
3. Students do not always feel safe on the bus.

## Climate Survey Strengths to Celebrate

**I am safe.**

**I behave well at school.**

**I have choices at school.**

## Climate Survey Things to Improve

**I have fun learning.**

**I have choices in what I learn.**

**I have lots of friends.**

### Hardwick Root Cause and Solution #3



# Step 4: Share and Take ACTION!

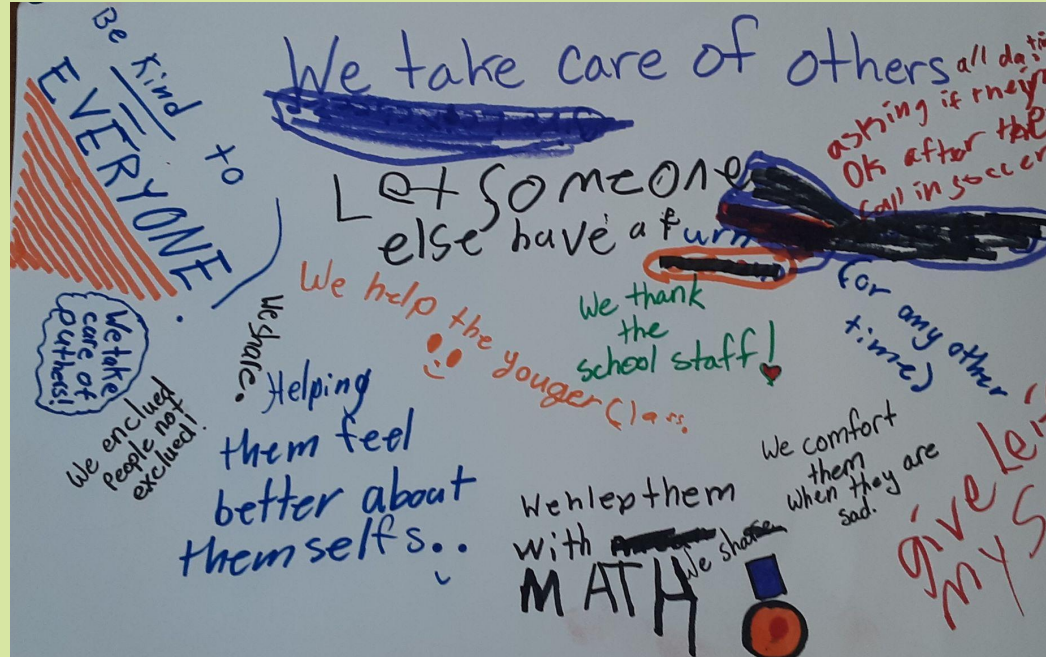


## Hardwick

- Met with the principal to discuss their findings
- Bought recess equipment for all grades
- Partnered with PBIS coordinator to set up and help with bus safety PAWS
- Visited classrooms to talk about bus safety
- Created posters to celebrate strengths

## Middletown Springs

- Partnered with VINS to provide educational sessions and Take-and-Make kids for all students
- Created Wizards Work Together bulletin board to highlight strengths
- Wrote a newsletter article to share their priorities with others.



# Community Connections Themes

*Kindness*

*Cooperation*

*Mentoring*

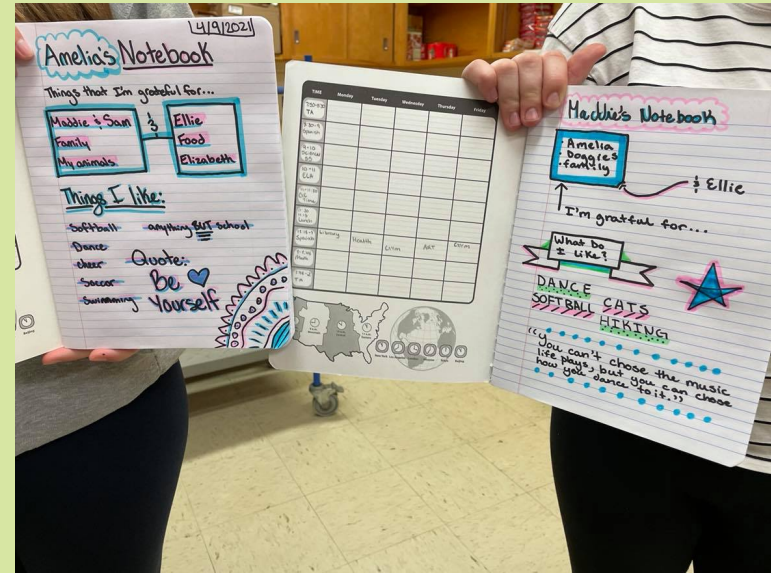
*Values*

*Listening*

*Mindset/Self-talk*

*Empathy*

*Community Building*



# Community Connections Sessions

Session #1 What is community?

Session #2 - What is your role in communities?

Session #3 - Listening

Session #4 - Fostering resilience

Session #5 - Exploring empathy

Session #6 - Managing mindsets

Session #7 - Shared values

*CELEBRATION!!!!*



# Community Connections Activities

## Invisible Ball Toss

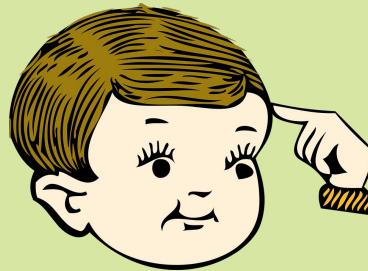
## A Little Known Fact About Me

## Where the West Wind Blows



"ME, TOO!"

- Use this signal to indicate you have a connection to what someone has shared
- Fold down middle fingers, hold pinkie and thumb out
- Slightly wave your hand back and forth from yourself to the sharer





# Community Connections

## Managing Mindsets Activity

G  
N  
I  
K  
C  
A  
B

milli1on



# Community Connections



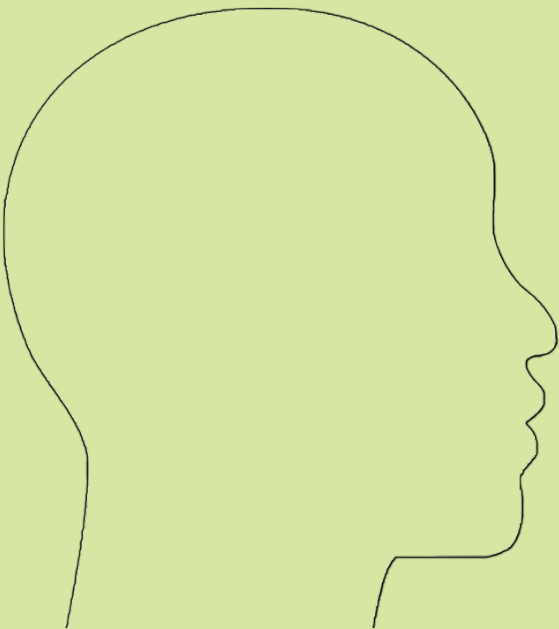


## Community Connections





# Community Connections



1. How did you feel before starting this activity? What were you saying to yourself?
2. What did you feel and say to yourself during the activity?
3. How did you feel and speak to yourself after the activity?

Think about what you can say and think when you are doing something challenging in the future that will connect to having a growth mindset.

Discuss:

1. How will thinking like this help you care for yourself?
2. How will thinking like this help create positive ripples in community?

# Community Connections

## Changing classroom culture!





**Why Youth Voice?**

**Why Youth-Adult Partnership?**

**Empowering youth and adults to reimagine  
and transform education *together***

## YOUTH VOICE & AGENCY

Adults inform and/or direct youth. Ideally, adults support expression and actively listen to youth.

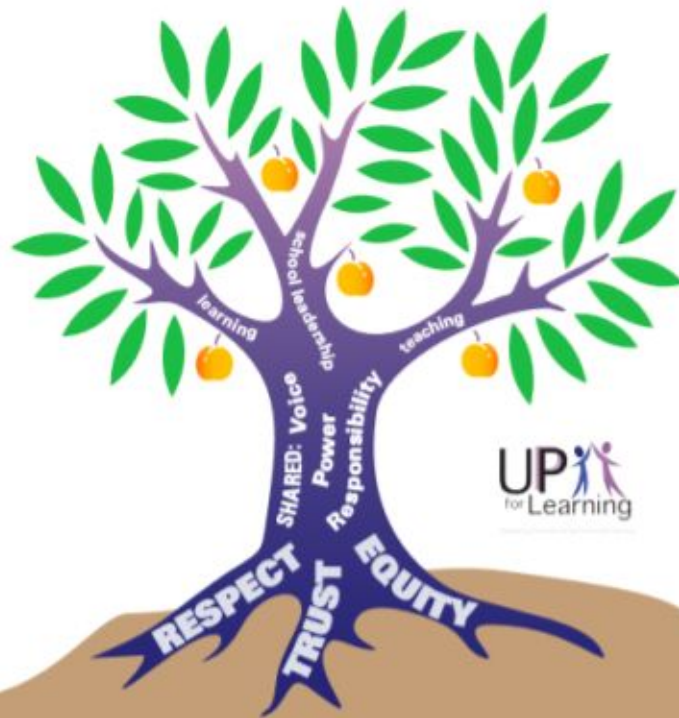
**YOUTH AS RECIPIENTS**

Adults actively seek and consider opinions of youth in learning and decision-making.

**YOUTH AS CONSULTANTS**

Youth actively participate in decision-making about learning and school matters in a process that is initiated and guided by adults.

**YOUTH & ADULTS AS EMERGING PARTNERS**



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### **YOUTH & ADULTS AS FULL PARTNERS**

Learning, teaching, and school leadership are founded on equitable, respectful, trusting, cross-generational relationships characterized by shared power, voice, and responsibility.



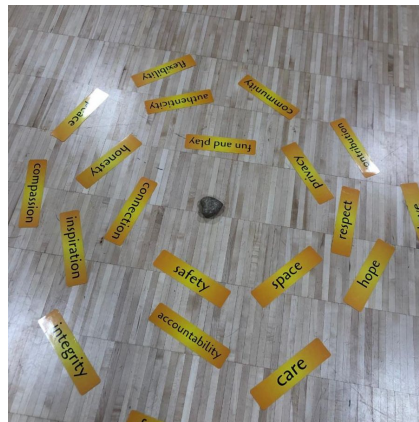




# I Matter - The Essence

**PURPOSE:** *Connect to the emotional impact of a youth-adult partnership by drawing upon your own life experiences.*

- The human desire to feel valued and have a sense that they matter in the world is **universal** and **cross-generational**.
- It is the **essence** of why the youth-adult partnership paradigm shift is so powerful and needed.



# I Matter - The Essence

**REFLECTION TIME:** Think of a time when some decision was being made that would directly impact you, but you were not asked for input. You knew you had important information to share about this decision, but there was no opportunity for you to contribute. You knew this would result in an action that was being done “to” or “for” you - but definitely not “with” you. **Spend a few minutes writing down notes about this incident, recalling it as vividly as possible.**



What  
specific  
feelings  
were  
provoked  
for you in  
this  
situation?

# I Matter - The Essence



**REFLECTION TIME:** Now, think of a time when some decision was being made that would directly impact you, and your input was actively solicited. You knew you had important information to contribute to the decision. You knew this would result in an action that was being done “with” you rather than “to” or “for” you. **Spend a few minutes writing down notes about this incident, recalling it as vividly as possible.**

What  
specific  
feelings  
were  
provoked  
for you in  
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situation?



## **Whole group share-out**

**What feelings were provoked by the first situation?**

**What feelings were provoked by the second situation?**

**Thoughts or reflections on Youth-Adult Partnership?**



**Wrap up:**

**Why Youth Adult Partnership**

**Questions? Contact**

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