



**31 years
& counting**

**School Practitioner
Listserv**

**A Weekly Community of Practice Network
for Sharing and Interchange**



April 17, 2017

Request
>What's realistic when including student voices at school?
 • Center Comments

Invitation to Listserv Participants to Share Perspectives

Comments from Colleagues in the Field
>About Personalization

Featured Set of Center Resources
>Understanding Student Voice: Appreciating Youth Subcultures

**Please forward this to a few colleagues you think might be interested.
 The more who join, the more we are likely to receive to share.**

**For those who have been forwarded this and want to be part of
 the weekly exchange, send an email to Ltaylor@ucla.edu**

**For previous recent postings of this community of practice, see
<http://smhp.psych.ucla.edu/practitioner.htm>
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Note: In keeping with the *National Initiative for Transforming Student & Learning Supports*,* this is being sent to and forwarded by over 114,000 school and community stakeholders concerned about (1) daily matters confronting schools, (2) promoting whole child development and positive school climate, and (3) the transformation of student and learning supports.

RECENT CRISIS AND EMERGENCY EVENTS affecting schools are continuing reminders of the need to update resources and build capacity for responding to and, as much as feasible, preventing such events. See <http://smhp.psych.ucla.edu/crisisresp.htm> for crisis response resources and http://smhp.psych.ucla.edu/qf/p2107_01.htm for the Center's clearinghouse Quick Find on Crisis Prevention & Response.

R **quest:** “I am interested in encouraging teachers and school staff to talk with students about how they feel they learn best and how to address barriers they face in succeeding in school (i.e., listening to the student voice). But I worry that administrators and teachers may be overwhelmed with how to meet the needs of ALL students after they have actively solicited their views. Perhaps one student is struggling with school because they are not getting enough to eat while another student is struggling with school because they are too tired. ... How do/should they prioritize problems? What should they focus on first? Perhaps they should focus on the problem that is impacting the majority of their students and to keep the other problems in mind. But others might argue: Why even listen to student voice in the first place if the focus would only be on the majority? Maybe it is worse to give students hope that the school will act on what they share only to find out that their problems will not be addressed. ...”

C **enter Comments:** Thanks to advocacy for and by youth leaders, it is now commonplace at meetings across the country for several folks to stress “If we are going to plan for young people, we need their voices at this table.” However, reasons for eliciting young people’s voices vary. Advocates range from those who appreciate the importance of understanding the perspective of youth, on through those who also are dedicated to promoting youth development and empowerment, and on to those who stress that youth participation benefits families, adults, organizations, planners, policy makers, communities, and society in general. For a general discussion of this, see

>*Youth Participation: Making It Real* – <http://smhp.psych.ucla.edu/pdfdocs/youthpartic.pdf> .

For schools, one aspect of the discussion about youth voice and participation involves how best to account for a student’s perspective in (1) providing differentiated instruction and (2) addressing barriers to learning and teaching.

(1) *Differentiated instruction* involves the unending quest for improving how we meet learners where they are. The aim is to create a good "match" or "fit" with the learner and, in the process, enhance equity of opportunity for success at school for all students.

For years, the primary emphasis was on individualization – matching individual differences in developmental capabilities. Currently, we are hearing folks adopt the term personalized instruction or personalized learning. We have long advocated for personalization as the process of accounting for individual differences not only in capabilities but also in motivation. Furthermore, from a psychological perspective, we have stressed that it is the learner’s perception that determines whether the fit is good or bad. Given this, personalizing learning means ensuring learning opportunities are perceived by learners as good ways to reach their goals. And the only way to really get any fix on the learner’s perceptions is through the student’s voice.

We understand the difficulties that arise when students are asked about what is needed to make instruction a good fit with their interests, needs, and capabilities. We also understand that there are students who learn satisfactorily without personalized instruction. But we also know that too many students are not doing well at school – especially at some schools.

If the Every Student Succeed Act is to be more than a polemical phrase, student voices must be listened to and classrooms must be redesigned to enable teachers to personalize and blend instruction for all students, provide a greater range of accommodations and enrichment options, and add special assistance in the context of implementing “Response to Intervention.” Such a design requires providing teachers with the knowledge and skills to develop a classroom infrastructure that transforms a big class into a set of smaller ones by using small group and independent learning options. It emphasizes active learning (e.g., authentic, problem-based, and discovery learning; projects, learning centers, enrichment opportunities). It includes reducing negative interactions and overreliance on social control disciplinary practices. Properly implemented, the changes can increase the effectiveness of regular classroom instruction, prevent problems, support inclusionary policies, and reduce the need for specialized services.

(2) *Addressing barriers to learning and teaching and re-engaging disconnected students.* Personalized instruction is one facet of addressing the context and conditions that must be improved to address factors interfering with student learning and performance. Another facet is special assistance for students as needed. School-wide the emphasis is on (a) enrichment activities that promote engagement at school and facilitate positive development, learning, and well-being and (b) providing student and learning supports to better address barriers to learning and teaching and re-engage disconnected students. Here too, student voice can help guide the development of an improved system to address student and school problems. And establishing a dialogue with disconnected students is an imperative aspect of re-engaging them.

For details on all this, feel free to download:

>*Personalizing Learning and Addressing Barriers to Learning* –
<http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf>

>*Personalizing Personnel Development at Schools: A Focus on Student Engagement and Re-engagement* <http://www.smhp.psych.ucla.edu/pdfdocs/engagement.pdf>

More in-depth presentations are in various books we have written. For example:

Adelman, H. S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning.* Thousand Oaks, CA: Corwin Press.

Adelman, H.S., & Taylor, L. (2017). *Transforming student and learning supports: Developing a unified, comprehensive, and equitable system.* San Diego, CA: Cognella.

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Invitation to listserv participants:

So now let's hear from you!

Do your local schools elicit student voice and how do they use what they hear?

Share lessons learned. Comments. Recommendations.

Send your responses to Ltaylor@ucla.edu

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Comments from Colleagues in the Field:

>About Personalization

Here are a few follow-ups from the field related to our recent discussions about personalizing learning and instruction:

(1) The school learning process is an interaction of three elements: (a) student prior knowledge, style and engagement, (b) teacher competence, style, and commitment, and (c) the organization of the learning environment. Personalization of instruction and learning is the effort on the part of a school to take into account individual student characteristics and needs, and flexible instructional practices, in organizing the learning environment. Teachers committed to personalizing instruction help their students develop personal learning plans, assist in diagnosing their cognitive strengths and weaknesses and other style characteristics, help adapt the learning environment and instruction to learner needs and interests, and mentor authentic and reflective learning experiences for their students.

Keefe, J.W. & Jenkins, J.M. (2000). *Personalized instruction. Changing classroom practice.* Larchmont, NY: Eye on Education, Inc.

- (2) Hargreaves (2006) prefers the term “personalizing” learning rather than “personalized” learning because it suggests that the concept refers to a process, not a product. The International Network for Educational Transformation (iNet) states: “Personalised learning is the challenge to meet more of the needs of more students more fully than has been achieved in the past ... It is concerned with a transformation of education and schooling that is fit for citizens in the 21st century. iNet – International Networking for Educational Transformation. (2010). What we do: Our priorities: Personalising learning. Taunton, Somerset: Specialist Schools and Academics Trust. www.ssat-inet.net/whatwedo/personalisinglearning.aspx
- (3) Personalized learning is not a pedagogic theory nor a coherent set of teaching approaches, but an idea that is struggling for an identity. ... Much of the impulse behind personalization of learning is laudable. This stance is in line with many promising new forms of assessment, differentiated learning and instruction, and redesigning high schools beyond age cohorts and class structures. More flexible approaches to education moving away from an industrial model are necessary, and finding ways to personalize learning will be important to adequately develop the skills and knowledge in society that will help the next generation creatively navigate an uncertain future.”
 McRae, P. (2010). *The politics of personalization in the 21st century*.
<http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume-91/Number-1/Pages/The-Politics-of-Personalization-in-the-21st-Century.aspx>

Featured Set of Center Resources

>Understanding Student Voice: Appreciating Youth Subcultures

With respect to youth voice at schools, a better understanding of youth subculture is essential. With this in mind, see the Center’s series on *Youth Subcultures: Understanding Subgroups to Better Address Barriers to Learning & Improve Schools*. The introduction to the series is online at <http://smhp.psych.ucla.edu/pdfdocs/youth/youthintro.pdf> . The series is intended to stimulate thinking about the implications for policy and practice of the complex, multifaceted subgroups with which youth come to be identified and/or assigned by peers. Public health and education policy makers, practitioners, and researchers need to know as much as they can about the factors that lead youth to manifest behaviors stemming from group defined values, beliefs, attitudes, and interests. Such understanding is basic to promoting healthy development, preventing problems, intervening as soon as problems arise, and enhancing intervention impact on severe and chronic problems.

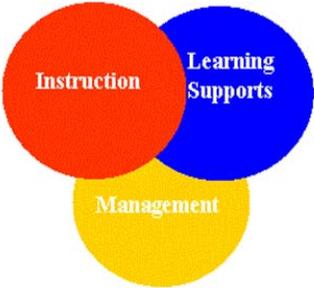
Here are the subgroups covered:

- >About the Cheerleading Youth Subculture- <http://smhp.psych.ucla.edu/pdfdocs/youth/cheerleading.pdf>
- >About Emo Youth Subculture- <http://smhp.psych.ucla.edu/pdfdocs/youth/emo.pdf>
- >About the Goth Youth Subculture- <http://smhp.psych.ucla.edu/pdfdocs/youth/goth.pdf>
- >About Hip Hop Youth Subculture- <http://smhp.psych.ucla.edu/pdfdocs/youth/youthhiphop.pdf>
- >About Jocks as a Youth Subculture- <http://smhp.psych.ucla.edu/pdfdocs/youth/jocks.pdf>
- >About "Loners" and "Losers"- <http://smhp.psych.ucla.edu/pdfdocs/youth/loners.pdf>
- >About "Mean Girls" as a Youth Culture Subgroup- <http://smhp.psych.ucla.edu/pdfdocs/youth/meangirls.pdf>
- >About "Nerds" and "Geeks" as an Identified Subculture- <http://smhp.psych.ucla.edu/pdfdocs/youth/nag.pdf>
- >About "Preppies" as a Youth Culture Subgroup- <http://smhp.psych.ucla.edu/pdfdocs/youth/preppy.pdf>
- >About Raves as a Youth Culture Phenomenon- <http://smhp.psych.ucla.edu/pdfdocs/youth/raves.pdf>
- >About Surfing and Skateboarding Youth Subcultures- <http://smhp.psych.ucla.edu/pdfdocs/youth/surf.pdf>
- >About Sexual Minority (LGBT) Youth Subculture- <http://smhp.psych.ucla.edu/pdfdocs/youth/lgbt.pdf>

- >About Youth Gangs- <http://smhp.psych.ucla.edu/pdfdocs/youth/youthgangs.pdf>
- >Youth and Socially Interactive Technologies- <http://smhp.psych.ucla.edu/pdfdocs/youth/socint.pdf>
- >Youth Subcultures: Annotated Bibliography and Related References-
<http://smhp.psych.ucla.edu/pdfdocs/youth/youthref.pdf>
- >Glossary of Terms Related to Youth Culture Subgroups-
<http://smhp.psych.ucla.edu/pdfdocs/youth/youthgloss.pdf>

THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THE INTERCHANGES BECOME!
 Sign-up for the Listserv mailings – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.
 We post a broad range of issues and responses to the *Net Exchange* on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm> and on *Facebook* (access from the Center’s home page <http://smhp.psych.ucla.edu/>)



 *For information about the

National Initiative for Transforming Student and Learning Supports
<http://smhp.psych.ucla.edu/newinitiative.html>

See report from the National Summit on the ***Every Student Succeeds Act and Learning Supports: Addressing Barriers to Learning and Teaching to Enhance Equity of Opportunity*** – <http://smhp.psych.ucla.edu/pdfdocs/summitreport.pdf> .

And note that our new book detailing the prototypes and related resources will be available in April from Cognella <https://titles.cognella.com/> .
