

Student Voices

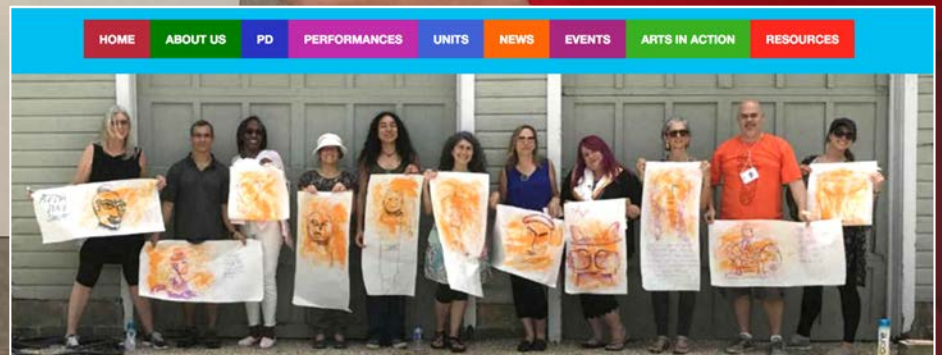
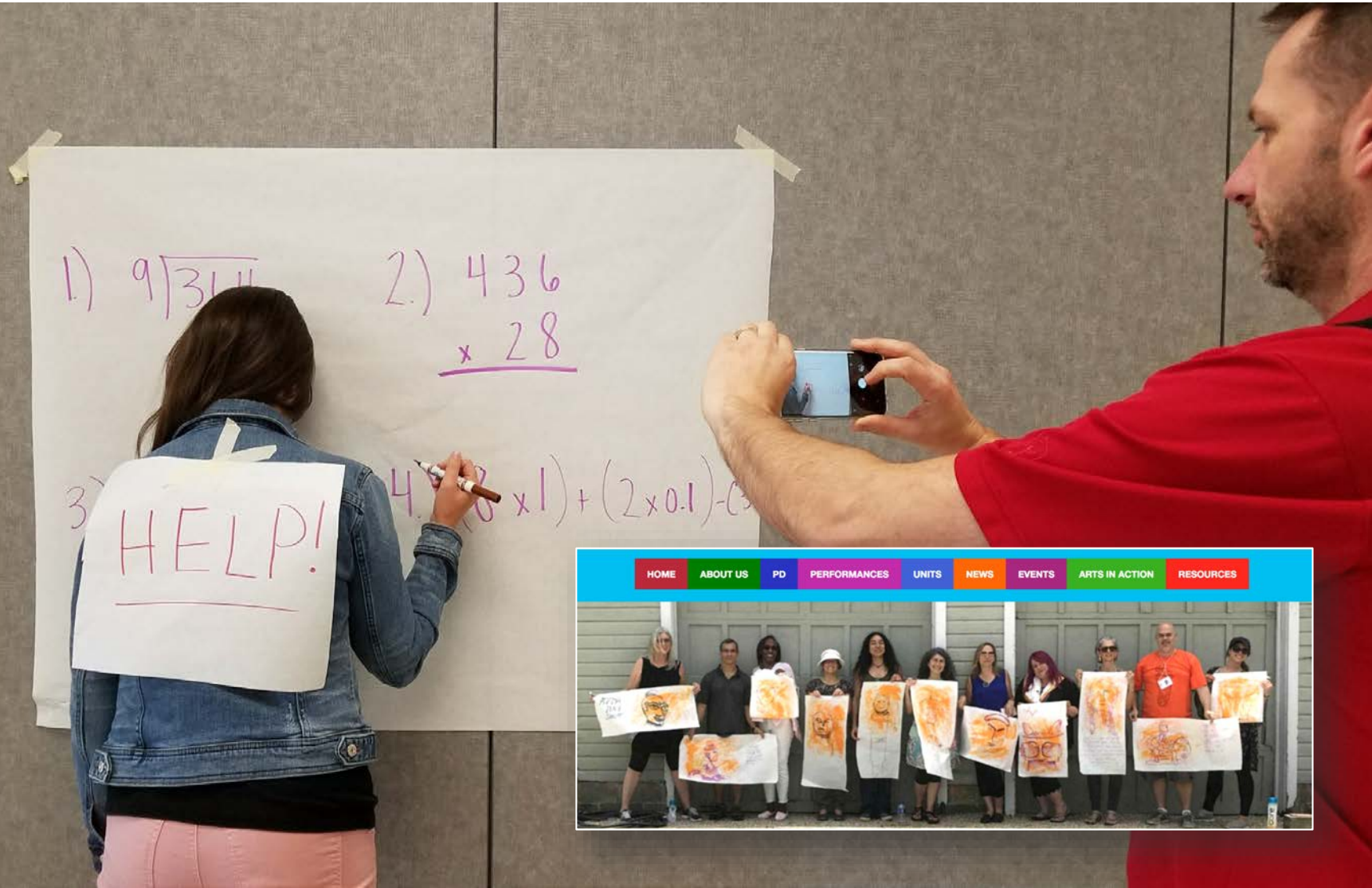
Changing school culture by listening to learners



creativec3.org

(C3)2 = P2P

Who needs to hear the voices from our *critical* community of practice?



(C3)2: History

Assessment = to sit beside



5th grade "Everybody is smart in different ways"

(C3)2: Discoveries

Quantitative < Qualitative



Student Progress

Treatment students' gains in the 21st Century skills of creativity, critical thinking, communication, and collaboration will significantly exceed those of control students

Performance Measure MET

February Unit Reflections showed that the majority of students reported:

- collaborating with others to complete the project (91.0%),
- feeling happy to be on a team (90.5%),
- feeling confident about their project work (90.4%), and
- organizing their projects to make them understandable (83.5%).

On a scale where 1 = "None" and 4 = "A lot", students reported high mean scores for creativity (3.27), collaboration (3.54), critical thinking (3.14) and communication (3.32).

Handwritten notes on a blue background:

Creativity LOOKS LIKE...

Handwritten names and descriptions:

- Dana** - lollipops & math & bulletin board
- n** - adjective game - ~~some~~ tactile (ESL)
- ica** - (PhysEd) Photography weddings/sold work
- net (music)** Dad's dementia ^{preparations} games! ^{Singing} Conversation
- irrie** - movie sets & inference - goes deep but less ^{freedom}
- ri** - Creative Management flow
- ienne** - Art & classroom thru materials inventions
- in** - "grew" a jungle of information ^{concept vs takeaway} in her room
- rah** - Museums & mod podge - outfits & ^{w/stock} accessories
- ina** - writing, bullying, garden compositions
- ebra** - poetry & drawing & classroom visuals
- lissa** - re-create worksheets & art/clipart
- uen?** - drawing, still life, jewelry making
- mery** - writing extension through movie clips & detailed ^{analysis}
- en** - Built wigwam in class - See Studies ^{students} responded
- lissa** - dancer, competitions, misses it
- en** - Theatre, drama - students continued story play
- Tanya** - Inviting environment & relationship ^{as an time} development
- Paul** - everyday fortunate books, music, etc

Student Reflections



I did not get the correct strokes I wanted with the paintbrush when I was painting the sky so I used my finger. Ps: it worked (critical thinking).

I tried to think that I was at home and I practiced at girl scouts and with my mom shes fun to dance with and I tried to express my own personal feelings by dancing alone and with my family and friends (creativity).

Yo trabaje con otros en el proyecto mastrandoles como hacer cosas y trabajando juntos.
I worked with others in the project, teaching them how to do things and working together (collaboration).

Well. Me and my group were doing a body triangle, (which was my favorite) and doing hands in the middle to represent teamwork. For our main dance, we did a life of a child going to school (critical thinking).

The part at the end of the first stanza where Ryan would say "what the Trump" and we would yell at him for "cursing" (collaboration).

I made sure people understood my project by making sure it had lots of details & was very organized (communication).

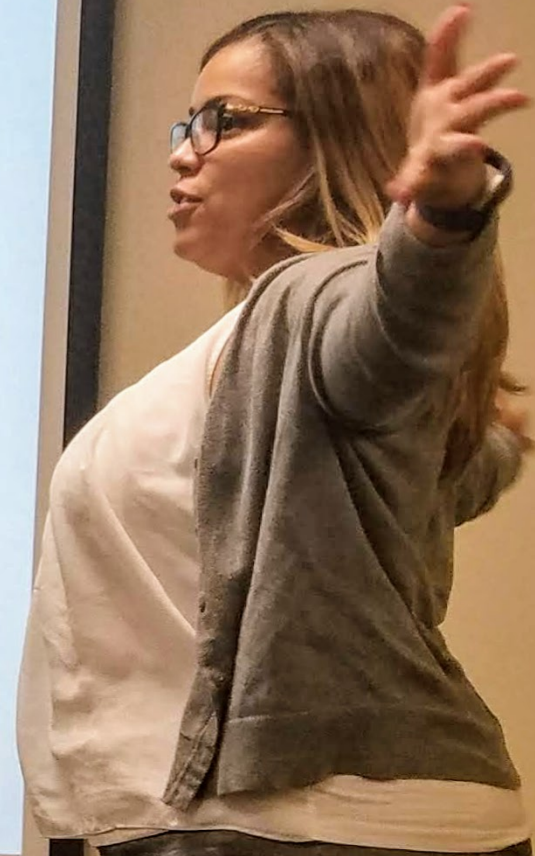
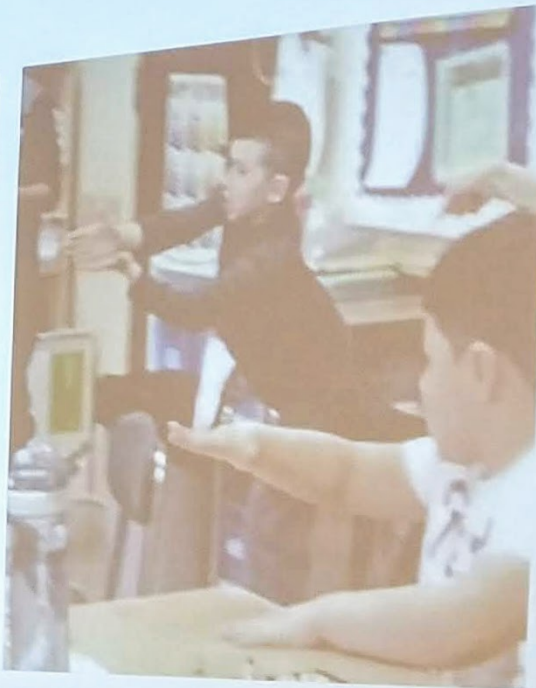
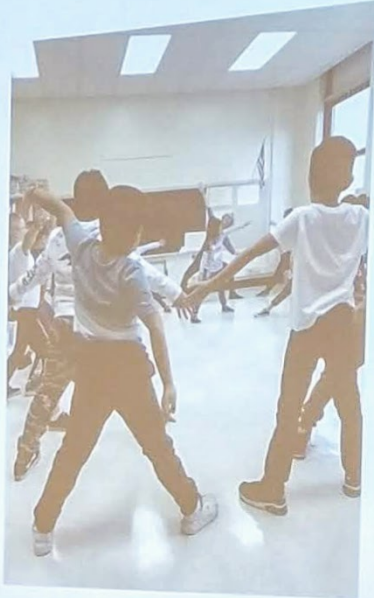
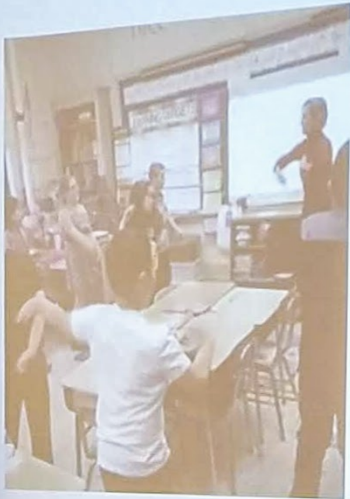
C3 examples (teacher/TA voice)



Peer Institute @ Heckscher Museum

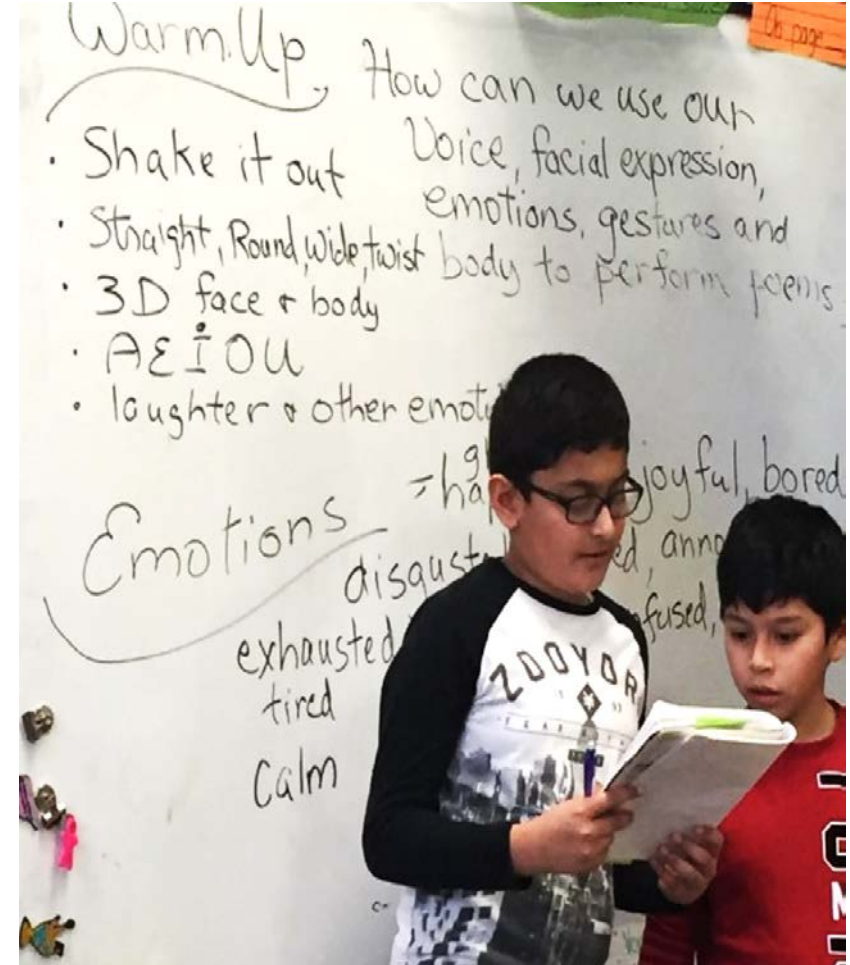
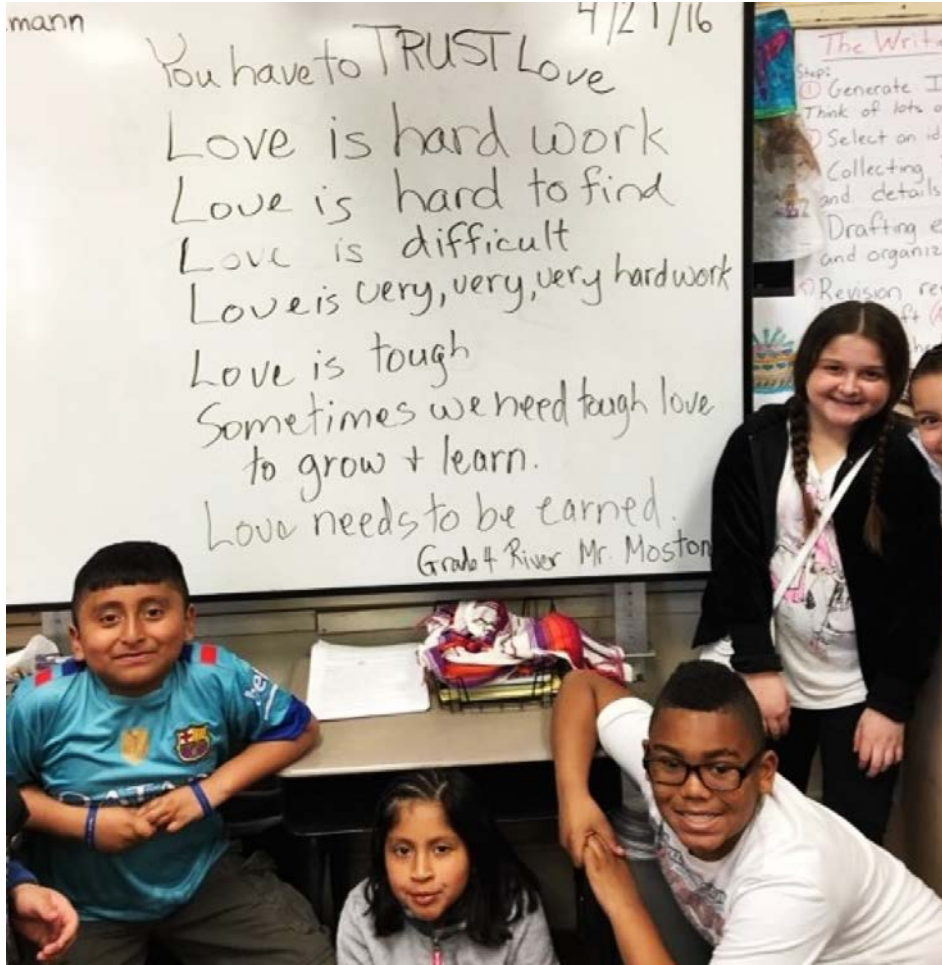
C3 Tools for “listening”

Theatre Skills: Using our body, voice and imagination to support development of expressive elocution.



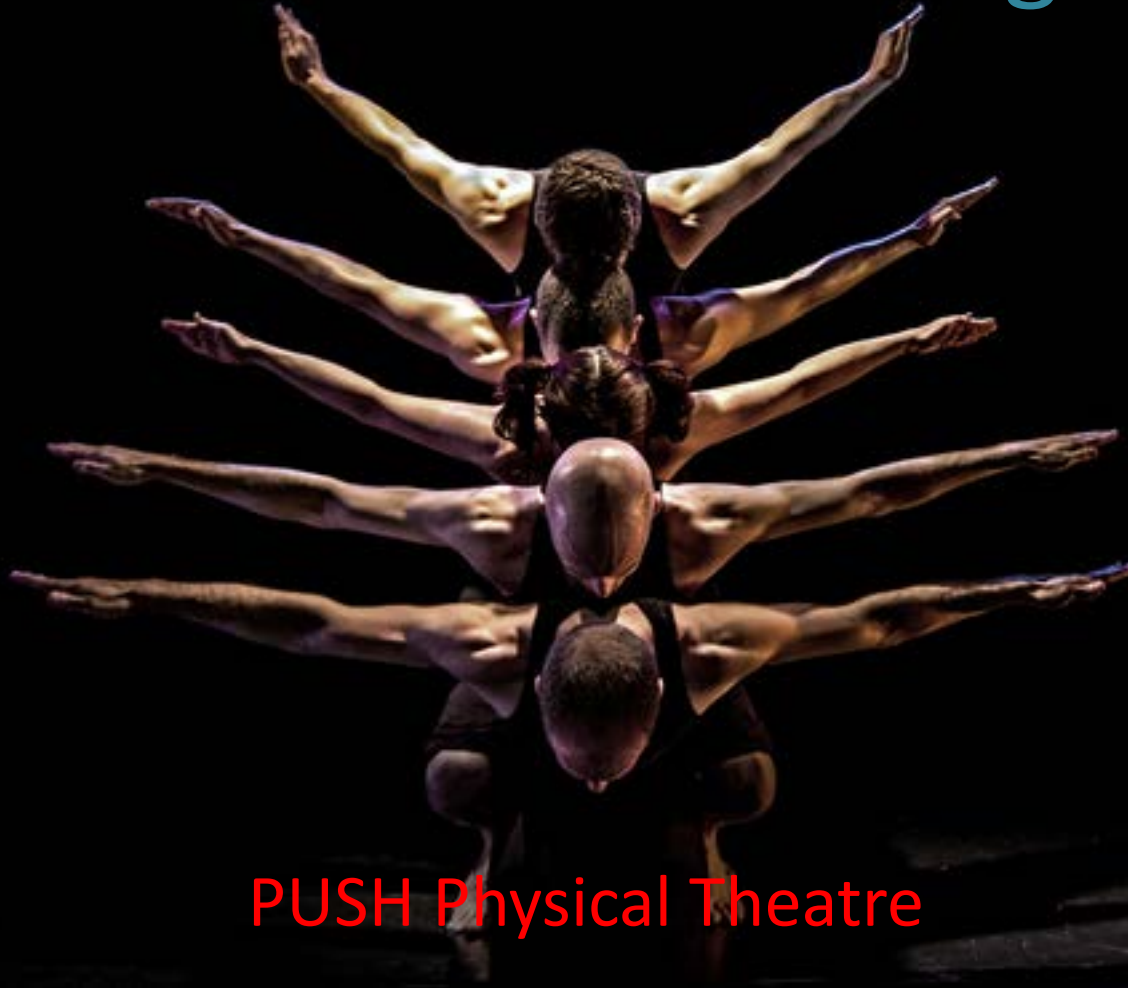
Peer to Peer = *critical* community of practice

C3 Tools for “listening”



Peer to Peer = *critical* community of practice

C3 Tools for “listening”



PUSH Physical Theatre

[4C Rubric](#) + [Unit Plan](#) + [Pecha Kucha](#) + [Student Reflections](#)

Participant Perspectives



Summer Institute @ Robert Wilson Watermill Center

(C3)2 Thank YOU

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Materials can be found at: [ESBOCES C3 – AEP 2018](#)

Laura Reeder lreeder4@gmail.com

Loretta Corbisiero lcorbis@esboces.org