

# Student Voices: Clearinghouse of Links

By Education Evolving  
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Title	Description	Category(s)	Link
<b>Another Planet: A Year in the Life of a Suburban High School. (link)</b>	Elinor Burkett was driven by the question that has been haunting Americans since the Columbine shootings: What's going on in our suburban high schools? To find out, she spent a year at a suburban Minneapolis high school, sitting in on classes, eavesdropping on gripe sessions, attending pep rallies and concerts, and insinuating herself into the lives of students, teachers, and officials. The result is a first-hand account of the many factors that are "alternately paralyzing and pulling apart public schools."	What's school like?	<a href="#">Link</a>
<b>Are America's Schools Safe? Students Speak Out: 1999 School Crime Supplement. (link)</b>	Students between the ages of 12 and 18 are asked about experiencing criminal victimization, availability of drugs and alcohol, presence of street gangs, presence of weapons, experiencing hate-related words and graffiti, bullying, avoiding school, and fear of attending school.	School safety	<a href="#">Link</a>
<b>Big to small</b>	In 2002 Enumclaw High School, near Seattle, Washington, decided to break itself into seven small schools. More recently, a team of student videographers in one of Enumclaw's small schools (the Adventure School, with 146 students) conducted and filmed interviews about the changeover with students, faculty, parents, and school leaders. They had one question in mind: "Can an already thriving comprehensive high school effectively convert to a more successful small school design?"	School size	<a href="#">Link</a>
<b>Building a Better Robot: A Competition Introduces Students to Engineering</b>	Project-based learning is in full swing at Poudre High School in Colorado. "FIRST (For Inspiration and Recognition of Science and Technology) is all about inspiring and motivating students to become engaged in math, science, engineering, and technology. Each year, teams of students, teachers, and professional engineers respond to the FIRST challenge by designing and building a robot," writes Roberta Furger. Students on the team have become passionate about their creations. "The hands-on experience I gained from working on this project has just been absolutely phenomenal," says Tsai, a two-year veteran of the Poudre High Robotics Team... 'It's really neat the way the students design and fabricate the robot. It really shows you what you can do.'"	Electronic technology in schools, Learning: what hinders and supports it, Nontraditional learning programs, Student and teacher interactions; student and student interactions	<a href="#">Link</a>
<b>California students' high school diploma is on the line</b>	Students in Orange County, California express their ideas about the California High School Exit Exam a week before taking it. For sophomores, it's their first crack. Some students in the upper classes are tackling it for the second, third or even fourth time. Then there are those seniors with their last chance to pass. If they fail, they don't get a diploma. The exam tests students on basic math and English skills. It became a graduation requirement starting with the Class of 2004.	Standards and Testing	<a href="#">Link</a>
<b>Center on Education and Work, University of Wisconsin-Madison. (link)</b>	A compilation of thoughts and work of students at chartered high schools.	Chartered schools, alternative education programs, and magnet schools	<a href="#">Link</a>
<b>Classical students petition against fixed-schedule plan</b>	In an effort to keep the rotating class schedule at her high school, "Madeleine Siegmund, a junior, gathered 245 signatures on a petition that implores school officials to abandon plans to impose a fixed six-period day", writes Linda Borg. Madeleine's fear, along with her classmates, is that the fixed schedule will lead to problems. "If there is the same class first period every morning and the student is either exhausted or late," Siegmund says, "he or she will most likely fail that class because of the limited ability to participate fully. CUTTING CLASSES WILL BECOME AN EPIDEMIC."	Learning: what hinders and supports it, School improvement, What's school like?	<a href="#">Link</a>

<b>Closing the Achievement Gaps: What Doesn't Meet the Eye. (link)</b>	The prospect of needing to increase effort levels brings us to the question of whether particular strategies for eliciting more effort from students are likely to be more effective than others. Some insight in this regard comes from student responses to the following question in the Ed-Excel survey: "When you work really hard in school, which of the following reasons are most important to you?"	Achievement gap	<a href="#">Link</a>
<b>ConnectEd: A Survey of California Ninth and Tenth Graders. (link, pdf)</b>	The James Irvine Foundation recently launched ConnectEd: California Center for College and Career to expand programs of study that blend academic rigor and real-world learning. In April 2006, the foundation released the results of a California-wide poll revealing that more than 90 percent of ninth and 10th graders believe tying classes to their future and real-world careers would inspire them to work hard and do well in school. The poll, conducted by Peter D. Hart Research Associates, adds students' voices to the national debate about the potential of real-world learning.	Learning: what hinders and supports it	<a href="#">Link</a>
<b>Educating the Net Generation: An Educause E-book. (link)</b>	The Net Generation has grown up with information technology. The aptitudes, attitudes, expectations, and learning styles of Net Gen students reflect the environment in which they were raised—one that is decidedly different from that which existed when faculty and administrators were growing up. This collection explores the Net Gen and the implications for institutions in areas such as teaching, service, learning space design, faculty development, and curriculum. Contributions by students are woven in throughout. See, especially, "The Student's Perspective" by Carie Windham; "Technology and Learning Expectations of the Net Generation" by Greg Roberts; and "Convenience, Communications, and Control: How Students Use Technology" by Robert Kvavik. Also see "Recommended Reading" and the multimedia sources, which includes videos of student panels on this topic.	Electronic technology in schools	<a href="#">Link</a>
<b>Education and Power. (link)</b>	As part of a course called "Education and Power" students at Santa Monica High School shadowed students from Los Angeles High School for a day. A week later, L.A. High students visited Santa Monica High School and shadowed the students in "Education and Power" for a day. At the end of the second day, students met to dialogue about the differences they found at the two schools and to hypothesize about the reasons for those differences. Later, the students wrote papers evaluating each school and discussing to what degree each school provides the kind of education outlined in the Student's Bill of Rights (developed by IDEA, UCLA's Institute for Democracy, Education & Access). The project allowed students to examine how race and socio-economic status affect a student's educational opportunities.	Achievement gap	<a href="#">Link</a>
<b>Engage. (PowerPoint format)</b>	Seth Reiman of Minnesota New County School (a project-based learning environment) prepared his senior project on the connection between gaming and education. In this Power Point presentation, Reiman discusses how today's students have changed and are different from students of previous generations. He also describes how we can use existing technology, including current video games, in the classroom by demonstrating what students can learn from them.	Chartered schools, alternative education programs, and magnet schools, Electronic technology in schools	<a href="#">Link</a>
<b>Engineering Success: Students Build Understanding</b>	Seattle's Aviation High School is open to anyone with a "passion for aviation". This project-based learning school demonstrates that textbooks are not the only way to learn. In this web-video, students show how they solve real world problems such as designing wings on an aircraft to bear a weight load, while proving that science and engineering is do-able for high school freshman. In the end, students presented their ideas to aviation experts. Assessment included the experts' score on presentation and teammates' scores for each other's efforts.	Chartered schools, alternative education programs, and magnet schools, Nontraditional learning programs, Student and teacher interactions; student and student interactions	<a href="#">Link</a>
<b>Eye on Education: Student Voices. (link)</b>	Boston's WGBH and PBS have teamed up to give student stakeholders a voice in "contentious" debates about education reform. Students may also use career planning resources.	What's school like?	<a href="#">Link</a>

<b>Fires In The Bathroom. (link)</b>	What's a new teacher to do when "she's trying to be nice and they're setting fires in the bathroom," as one Oakland teenager put it? How can a teacher transcend the barriers of adolescent identity and culture to reach across diverse students in today's schools? Forty students from three cities contributed their perceptive and pragmatic answers to help create this guide for teachers of teenagers.	Student and teacher interactions; student and student interactions	<a href="#">Link</a>
<b>First Person: Students Document Their Own Lives</b>	"Six students in the Philadelphia public school system were each given a video camera as part of an independent film project. That simple premise expanded radically over the next two years, resulting in this profound and vital documentary covering the difficulties these applicants faced preparing for college while dealing with the daily trials and tribulations inherent in being a student in schools with a 50% or worse drop-out rate. While conditions may be difficult, the film does offer signs of hope", writes reviewer, Alexander Russo.	Achievement gap, Fighting low expectations, High drop out rates/low graduation rates, Learning: what hinders and supports it, School safety, Student and teacher interactions; student and student interactions, What's school like?	<a href="#">Link</a>
<b>Form and Function: The Sights and Sounds of Science-Art Projects</b>	Seniors at High Tech High, a San Diego charter school, regularly complete projects that "mesh principles of art, physics, engineering, and other sciences. Teachers from the different disciplines co-lead this effort." Student designers describe each science-art project in these web videos.	Chartered schools, alternative education programs, and magnet schools, Electronic technology in schools, Nontraditional learning programs	<a href="#">Link</a>
<b>Forum Fall 99: Student Voices-Insights on Invaluable Learning Experiences</b>	In this 1999 issue of the Maricopa Center for Learning and Instruction (MCLI) Forum, students are the authors. The student-writers touch on the fundamental issues of effective teaching and learning. "They address the very soul of education where learning objectives become reality and change is initiated. Our student authors share their insights about the core values that emerge from the learning process."	Learning: what hinders and supports it	<a href="#">Link</a>
<b>Funding Education: Students Speak Out Editorial Competition. (link)</b>	Students from Nimitz High School in Irving, Texas swept the top three places in KERA's Funding Education: Students Speak Out, an editorial-writing competition designed to recognize students who demonstrate an understanding of school finance issues.	School finance	<a href="#">Link</a>
<b>Getting Out of the "Red Zone": Youth From the Juvenile Justice and Child Welfare Systems Speak Out About the Obstacles to Completing Their Education, and What Could Help. (link, pdf)</b>	The Youth Law Center reports the results of focus groups for children in juvenile justice and foster care, describing obstacles to school completion and what might help eliminate barriers.	High drop out rates/low graduation rates	<a href="#">Link</a>
<b>Grade schoolers in Minneapolis are job-focused</b>	In this audio clip, Minnesota Public Radio listens to third and fourth-graders from Minneapolis who prove surprisingly...job-focused. This is important so they can pay for college, and later for their day-to-day living. School prepares you in subjects, but also for learning how to work with diverse people and cultures.	What's school like?	<a href="#">Link</a>
<b>High School Survey of Student Engagement (HSSEE). (link)</b>	The Illinois University School of Education studies student engagement in school in order to help adults better understand the school environment from students' perspective. Schools use the results to plan for reform initiatives to address areas of weakness. This report is a summary of national results. Questions the study addresses include: How do students spend their time? Interact with teachers? How engaged are students in class assignments and discussions? How often do they write? How often do they discuss ideas and projects outside of class? Do students have a voice at school? How do they view school? Do they take pride in learning?	What's school like?	<a href="#">Link</a>

<p><b>How Black and Hispanic Families Rate Their Schools. (link)</b></p>	<p>It's not the kind of atmosphere most adults would find helpful if they needed to study and learn—high dropout rates, kids promoted without learning, schools short on money, profanity and disrespect, fighting, drug and alcohol abuse. Yet these are "very serious" problems in schools, according to large numbers of the nation's black and Hispanic students. These results are from Public Agenda's 2006 Reality Check surveys of parents, students, teachers and administrators nationwide.</p>	<p>What's school like?</p>	<p><a href="#">Link</a></p>
<p><b>How to Teach with Technology</b></p>	<p>In this edutopia article by Sara Bernard, students discuss their ideas for using technology to learn core subjects. Students have thoughts for everything from video dialogues to global brainstorming using Skype. "If you want to learn about a country, why not just ask the people who live there about it?" writes one student. This article is full of ideas directly from youth voices today.</p>	<p>Electronic technology in schools, Learning: what hinders and supports it</p>	<p><a href="#">Link</a></p>
<p><b>In Our Own Words: Students' Perspectives on School</b></p>	<p>Through their explorations of topics as diverse as bilingual education, class cutting, teacher bias, race relations in school, what girls need from their education, and innovative curricular models, these student authors identify what hinders and what supports their learning.</p>	<p>Learning: what hinders and supports it, What's school like?</p>	<p><a href="#">Link</a></p>
<p><b>In Praise of "Thought Competition" (Writing, Math and other Academic Competitions)</b></p>	<p>Dozens of high school students, mostly from New York's private, top-notch schools, flock to an after-school writing program in hopes of getting help on their work. Their goal? Entering writing competitions. The students' high schools, which encourage sports and team competitions, have the opposite approach when it comes to individual competitions. "When students are rewarded for participation rather than achievement they don't have a strong sense of what they are good at and what they're not," suggests Dr. Mel Levine, University of North Carolina.</p>	<p>Learning: what hinders and supports it, School improvement, What's school like?</p>	<p><a href="#">Link</a></p>
<p><b>In Their Own Words: Students Respond to 21st Century School Questions</b></p>	<p>For the first time, instead of asking the parents and teachers, the state of West Virginia asked the students what they wanted in schools, as well as their opinions of how well the schools were doing. 4,955 5th-12th grade students from across the state filled out the internet survey, and "improved technology" was the top response. In addition, advanced courses, smaller class sizes, and increased hands-on learning experiences were desired. To read the complete survey and analysis, click on the link above.</p>	<p>Electronic technology in schools, Learning: what hinders and supports it, School improvement, School size, Student and teacher interactions; student and student interactions, What's school like?</p>	<p><a href="#">Link</a></p>
<p><b>Inspiring the Next Generation of Innovators</b></p>	<p>The National Findings on Science Education from Speak Up 2007, collected data from 319,223 K-12 students for this Project Tomorrow-Net Day report. In this report, Kim Farris-Berg writes, "While some of today's students will be producers of scientific knowledge, it's likely that the majority will be knowledge consumers." Farris-Berg notes that most students find learning science as a means to graduate high school. However, if science was presented more as inquiry based learning and hands-on projects, instead of memorization of facts, more students would be interested in pursuing STEM (science, technology, engineering, and math) careers. In addition, this report includes open-ended questions with both student and teacher responses.</p>	<p>Electronic technology in schools, Learning: what hinders and supports it, School improvement</p>	<p><a href="#">Link</a></p>
<p><b>Is NCLB helping the US education system? (link)</b></p>	<p>Students from across the nation answer: Is the No Child Left Behind Act helping the education system in the United States?</p>	<p>Standards and Testing</p>	<p><a href="#">Link</a></p>
<p><b>Kid's Lunch</b></p>	<p>In this short audio clip, Minnesota Public Radio hit the lunch room with a seventh grader to find out how things work...and what they're learning.</p>	<p>What's school like?</p>	<p><a href="#">Link</a></p>

<p><b>LA Youth: A Student-Run Newspaper</b></p>	<p>LA Youth has been a place for teens to write about what concerns them and what interests them since 1988. The all teen staff of writers tackle many of the same issues one would read in the New York Times, but with a decidedly different point of view. The articles examine such topics as how to deal with cliques in high school, how to grieve in a productive manner, or the pros and cons of military enlistment. It also includes distinct sites for teachers (complete with lesson plans designed by students for the purpose of including student voices) and for parents (including some tricks on how to talk to your teen). LA Youth provides a place for teens to voice their opinions and concerns, but more importantly it is an example of why teens should be listened to more carefully.</p>	<p>Message boards where students regularly speak out about education</p>	<p><a href="#">Link</a></p>
<p><b>Learning in the 21st Century. (PowerPoint format)</b></p>	<p>At the 2003 National Commission on Teaching and America's Future National Summit, "Transforming Schools into Strong Learning Communities," Chery Lemke presented these slides on the necessity of changing schooling to meet the needs and adapt to the skills of today's youth, who casually and expertly operate in a world of technology. Among the "millennial" generation's skills is multi-tasking: young people can talk with several friends on IM, listen to music, do homework, research on the internet, and watch television, all at the same time. Millennials want to learn: with technology, with one another, online, in their own time, in their own place, and while doing things that matter.</p>	<p>Electronic technology in schools</p>	<p><a href="#">Link</a></p>
<p><b>Listen Up! Thomas' Story. (link)</b></p>	<p>Thomas Vigil has struggled with academics all of his life. When he became involved in arts programming and television production, however, he found a new interest in school.</p>	<p>Learning: what hinders and supports it</p>	<p><a href="#">Link</a></p>
<p><b>Listening to Urban Kids: School Reform and The Teachers They Want. (link)</b></p>	<p>Students, because of their insider status, offer clear, specific views concerning those conditions that foster and hinder their learning. The implications for change of teachers' practice and for school reform in general are "unmistakable and compelling."</p>	<p>Learning: what hinders and supports it</p>	<p><a href="#">Link</a></p>
<p><b>Mastering Millennials: Porter Novelli Offers Insight Into a Generation That's Reinventing the Workplace</b></p>	<p>"Born in the 1980s, Millennials -- some 75 million of them in the U.S. alone -- are beginning to enter the workforce and making a profound impact with their wholly different perspective on, approach to, and expectations of a professional experience. To help employers around the globe navigate the sometimes treacherous intergenerational waters, Porter Novelli undertook a comprehensive research initiative, drawing on the expertise of [1000 communication professionals] of the Porter Novelli organization, as well as interns from schools including Virginia Tech, Michigan State and the University of Florida. The paper, "Intelligent Dialogue: Millennials," is the result of that effort", writes mobilize.org.</p>	<p>Electronic technology in schools</p>	<p><a href="#">Link</a></p>
<p><b>Middle School in Minneapolis</b></p>	<p>In this short audio clip, Minneapolis asks sixth, seventh, and eighth-graders from Minneapolis to explain the most useful things they're getting out of school.</p>	<p>What's school like?</p>	<p><a href="#">Link</a></p>
<p><b>Nashua High administrators look to students for help</b></p>	<p>Those in charge of school improvement measures in Nashua, New Hampshire are asking for and getting new perspectives&amp;mdash;those of the students who frequent Nashua High's hallways, classrooms, and facilities. New Hampshire Public Radio asked some of the students to explain what recommendations they made, and why.</p>	<p>School improvement</p>	<p><a href="#">Link</a></p>
<p><b>National Governors Association "Rate Your Future" Survey. (link)</b></p>	<p>In February 2005 the National Governors Association launched the Rate Your Future survey, designed to give them valuable insight into today's high school experience. By the end of June, NGA received more than 10,000 completed surveys taken by high school students nationwide. The survey let students express their expectations and frustrations about America's high schools and how the work they do affects their own futures. This summary highlights the major conclusions of an online study conducted among 10,387 teenagers ages 16-18. Section 1 presents the responses of students currently in high school and intending to graduate. Section 2 presents the responses of teenagers not currently in high school and teenagers currently in high school who say they plan to leave before graduating.</p>	<p>High drop out rates/low graduation rates, What's school like?</p>	<p><a href="#">Link</a></p>
<p><b>National Youth Rights Association. (link)</b></p>	<p>Forum: Education</p>	<p>Message boards where students regularly speak out about education</p>	<p><a href="#">Link</a></p>



<b>NetDay Speak Up Day 2003. (link)</b>	In 2005, Project Tomorrow-NetDay collected data from 185,000 K-12 students who completed surveys on technology and education, sharing their ideas about using technology and the Internet for learning and for fun. Among the findings: Students are strong believers in the power of technology to enrich their learning experiences. They have ideas about their futures that include using technology tools for learning and preparing themselves for a competitive job market.	Electronic technology in schools	<a href="#">Link</a>
<b>No Future Left Behind</b>	In this YouTube video, middle school students communicate that they are the future of America. Instead of learning how to memorize and recite, they would rather be taught how to think and communicate. The students also express the need for individualized learning instead of teaching to the masses, which, in their minds, "creates boredom, not laziness". For more on this video, click on the link above.	Fighting low expectations, Learning: what hinders and supports it, School improvement	<a href="#">Link</a>
<b>North High School Report: The Voices of Over 700 Students. (link, pdf)</b>	In the spring of 2002, parents and community members of Padres Unidos raised concerns about the low academic achievement and low graduation rate at North High School. Jovenes Unidos (a student organizing branch of Padres Unidos) members at North took up the call to investigate the low graduation and high drop out rates at our school and to develop solutions to improve it.	High drop out rates/low graduation rates	<a href="#">Link</a>
<b>Overcoming Obstacles: Immigrants' Quest for Higher Education</b>	For many immigrant students, gaining access to the resources and skills needed to succeed in college can be daunting. It's hard enough when you are the first in your family to go to college. It's harder still when the path requires negotiating a new language, culture, and system. A group of seniors at Bronx International High School, a small school for newcomers to the United States, decided to document the obstacles they and their classmates face on the road to higher education. They also wanted to show how small schools, like Bronx International, put language minority students on the college track. For this film, the students interviewed and surveyed classmates and their families. They visited other international high schools in New York City. Finally, they produced this film partnership with a Bronx telecommunications group called Deep Dish.	Immigrants	<a href="#">Link</a>
<b>Pennsylvania State Education Association: What do students think about NCLB?(link)</b>	Unlike most public hearings on NCLB, this one was planned for students. It provided a forum for the group that is perhaps most affected by law. And, given this chance, they were eager to be heard.	Standards and Testing	<a href="#">Link</a>
<b>Poughkeepsie, New York Students Submit Budget Recommendations. (link)</b>	When the Poughkeepsie Board of Education met for budget deliberations in March 2003, it received input from a constituency rarely involved in school funding debates: the students themselves.	School finance	<a href="#">Link</a>
<b>Project-Based Learning: Mummified Chicken, Mutant Frogs, and Rockets to the Moon</b>	Explore project-based learning and its impact on school design. EdVisions grew originally out of the creation of the Minnesota New Country School in 1991 when a group of educators used the Coalition of Essential Schools model and a teacher-owner cooperative centered on project-based learning. Since then, EdVisions models have sprung up around the country. Replication grants totaling close to \$9 million have been awarded to EdVisions from the Bill and Melinda Gates Foundation. This has helped to spark over 30 schools in a variety of settings nationally.	Nontraditional learning programs	<a href="#">Link</a>
<b>Real World, San Diego: Hands-On Learning at High Tech High</b>	As Grace Rubenstein, a staff writer and multimedia producer for Edutopia, walked around a busy classroom, sophomore Maya Walden took a break from researching the root causes of genocide. Maya wondered what Grace planned to do with her recordings. Grace explained that [she] would use editing software to meld the best clips into a soundtrack for an audio slide show, to appear online. "Oh," Maya said. "We could probably do that for you." And they did. At San Diego's High Tech High, students prepare to become "professionals in a modern world", and every part of the textbook-free school fosters "personalized project learning with pervasive connections to the community". To read more about High Tech High and to see the audio slideshow the students put together for Rubenstein, click on the link above.	Chartered schools, alternative education programs, and magnet schools, Electronic technology in schools, Nontraditional learning programs	<a href="#">Link</a>

<p><b>Revisiting “A Vision of Students Today”</b></p>	<p>In this YouTube video, students express their profound need for a change in the way classrooms are run today. Fixated more on their Ipods, Facebook profiles, and text messaging rather than on what their professor is saying, this video demonstrates the thoughts and feelings of students while teachers think they are listening. Students want their teachers to change how the curriculum is taught to be up to date with the latest technology rather than lecturing in front of the class.</p>	<p>Electronic technology in schools, Fighting low expectations, Learning: what hinders and supports it, School improvement, Student and teacher interactions; student and student interactions, What's school like?</p>	<p><a href="#">Link</a></p>
<p><b>Rising to the Challenge: Are High School Graduates Prepared for College and Work? (link, pdf)</b></p>	<p>This February 2005 study for Achieve, Inc. found, "High school graduates welcome raised standards of achievement. An overwhelming majority of graduates say that they would have worked harder if their high school demanded more of them and set higher academic standards. High school graduates, employers, and instructors support a broad reform agenda, including strongly supporting measures that would raise the expectations for high school students, test them more rigorously, and require them to take more challenging courses."</p>	<p>Fighting low expectations</p>	<p><a href="#">Link</a></p>
<p><b>School Climate in Boston’s High Schools: What Students Say. (link, pdf)</b></p>	<p>The Boston Plan for Excellence in Public Schools published this report by student researchers with the hope that it would be a catalyst for adults, students, and the broader school communities—within and outside of Boston—to take action against the factors that prohibit a positive school climate.</p>	<p>What's school like?</p>	<p><a href="#">Link</a></p>
<p><b>Sent to the Principal: Students Talk About Making High Schools Better</b></p>	<p>Kathleen Cushman talked with 65 students nationwide, learning their insights on a range of issues that exert a largely unnoticed effect on how they learn and thrive. The students describe small signals that tell them whether their school expects them to succeed. They suggest ways to include their peers in routine decisions adults often make—about security, food, transportation, discipline—which affect their school experience. When they speak of matters that may seem purely practical, they link these back to the crucial issues of relationships between adults and young people. Students speak eloquently of the sense of investment and trust that follows when those relationships are strong and inclusive.</p>	<p>Fighting low expectations, School improvement, Student and teacher interactions; student and student interactions, What's school like?</p>	<p><a href="#">Link</a></p>
<p><b>Small Schools, Big Future: A Video Transcript. (pdf)</b></p>	<p>A transcript of a video produced through a youth internship program at TALC New Vision. This video demonstrates the impact of small high schools in Milwaukee through the perspective of students and teachers.</p>	<p>School size</p>	<p><a href="#">Link</a></p>
<p><b>Student learning in small schools: an online portfolio</b></p>	<p>The four schools featured here are all flagships in the Bill and Melinda Gates Foundation’s campaign to create a critical mass of new, inventive small high schools. They include the Minnesota New Country School (Henderson, MN), the Met (Providence, RI), Urban Academy (New York City), and High Tech High (San Diego, CA). What Kids Can Do (WKCD) believes the quality and depth of the work students produce tell more about their learning than test scores do. And WKCD believes an effective way to convey high standards is to show publicly student work that reflects these standard. WKCD looked for a range of student work and by no means just stand outs.</p>	<p>School size</p>	<p><a href="#">Link</a></p>
<p><b>Student Research for Action</b></p>	<p>Students enrolled in Indianapolis public high schools face hard truths everyday. Indianapolis had the fifth worst graduation rate in the country in 2005; only 25 percent of black males earn a high school diploma. Student research teams at all five of the city's high schools have studied the problems and are adding their voice to the district's redesign effort.</p>	<p>High drop out rates/low graduation rates, School improvement</p>	<p><a href="#">Link</a></p>
<p><b>Student Voice: West Virginia Students Speak Out About The Achievement Gap. (link, pdf)</b></p>	<p>The West Virginia Education Alliance conducted focus groups to determine what low income, white and African-American students think schools should do to raise student achievement and close the achievement gap.</p>	<p>Achievement gap</p>	<p><a href="#">Link</a></p>
<p><b>Student Voices Count: A Student-Led Evaluation of High Schools in Oakland. (link, pdf)</b></p>	<p>Youth organizers from Oakland High School, McClymonds High School, and Oakland Technical High School designed the first-ever report card survey to solicit feedback from 1,000 students evaluating the performance of school personnel and the conditions of their schools.</p>	<p>What's school like?</p>	<p><a href="#">Link</a></p>

<b>Student Voices Denver. (link)</b>	Denver students answer: What should lawmakers and schools do to keep students safe?	School safety	<a href="#">Link</a>
<b>Students are bored, many skip school, lack adult support</b>	A special report from Indiana University's High School Survey of Student Engagement, based on 81,000 student responses from 26 states, reports, "Today's high school students say they are bored in class because they dislike the material and experience inadequate teacher interaction." In addition, "the findings, show that 2 out of 3 students are bored in class every day, while 17 percent say they are bored in every class." Furthermore, lack of adult support and skipping school were also mentioned as reasons for high drop out rates among students.	Fighting low expectations, High drop out rates/low graduation rates, Learning: what hinders and supports it, School improvement, Student and teacher interactions; student and student interactions, What's school like?	<a href="#">Link</a>
<b>Students Demand LAUSD Declare Schools 'Safe Zone' for Immigrants</b>	Over 500 chanting students and parents representing communities from throughout Los Angeles, converged at Los Angeles Unified School District, LAUSD, headquarters in April 2006 to demand the school board adopt a resolution opposing HR 4437 and declare Los Angeles schools a "safe zone" for all students, regardless of their immigration status.	Immigrants	<a href="#">Link</a>
<b>Students design, build, race pedal-powered submarines</b>	"The 10th International Submarine Races (ISR) drew 21 college and a few high school teams from around the world to see whose 10- to 16-foot-long crafts would impress the judges and win — for innovation, speed, cost-effectiveness and best use of composite materials", writes Jillian Berman from USA Today. "Brian Green, a mechanical engineering student going into his fifth year at the University of Florida-Gainesville ... isn't getting course credit for participating" but states, "designing and building the submarine gave them valuable experience. What drove us back here was the hands-on interaction we get with our degrees." ISR executive director Nancy Hussey explains, "When students are in the classroom they get all the theoretical knowledge and they absorb it and take all their tests, but they don't have the chance to apply it to the real-world environment." This competition gives students the chance to put their ideas into action.	Learning: what hinders and supports it, Nontraditional learning programs	<a href="#">Link</a>
<b>Students protest over English High's pilot school decision</b>	Chanting "no voice, no choice," a small group of Boston's English High School students walked out of their second-period class yesterday morning because they said they were not being consulted about changes in the curriculum and school day that will take effect this fall.	School improvement	<a href="#">Link</a>
<b>Students see tech as necessity, say schools fall short. (link)</b>	The NetDay 2003 survey of students suggests that students approach their daily lives differently as a result of technology. The survey's findings have important implications for school leaders as they seek to design learning environments that meet the needs of today's students.	Electronic technology in schools	<a href="#">Link</a>
<b>Students Slowed by School Access, Time. (link)</b>	More than three-quarters of high-speed kids are saying they are forced to slow down at school, as a Grunwald Associates report finds that students ages of 6 to 17 believe their Internet access in the classroom is often slower than their home connections.	Electronic technology in schools	<a href="#">Link</a>
<b>Students Speak Out: Enrollment is declining in Minneapolis Public Schools</b>	Enrollment is declining in Minneapolis Public Schools. As the district takes steps to address the situation, one thing missing is the voice of students. This Web site brings young people's voices into the discussion.	Message boards where students regularly speak out about education	<a href="#">Link</a>



<b>Students Think Schools Are for Learning</b>	In this study, Edward E. Semple, Jr. sought (1) to find out what elementary school students think the purpose of school is, and (2) to compare parents' and student's perceptions of the purpose of school. One hundred forty-eight first through seventh graders and sixteen parents of fourth grade children participated in the study. The first and second grade students were interviewed and all other students and parents were asked to write answers to the question "What is school for?" Among the 25 purposes listed by students "to learn" was the answer most often listed; 91% of all students chose this answer. A comparison between the purposes listed by parents and between the purposes listed by their fourth grade children revealed that while parents and students listed 12 similar purposes, students selected 22 purposes not listed by parents and parents listed 39 purposes not listed by students. Only one parent did not list "learn" as a purpose of school.	What's school like?	<a href="#">Link</a>
<b>Students voice WASL opposition. (link)</b>	Linda Shaw of the Seattle Times reports on videos created by Rainier Beach High School freshmen to raise concerns about the Washington Assessment of Student Learning (WASL).	Standards and Testing	<a href="#">Link</a>
<b>Survey: Many students say cheating's OK. Confessed cheater: 'What's important is getting ahead'. (link)</b>	Students say cheating can be an efficient shortcut.	Learning: what hinders and supports it	<a href="#">Link</a>
<b>Talking it out at Vintage</b>	In March 2007, Napa Valley Vintage High School students had a lot to say last week — and had more questions than could be answered in an hour-long forum with administrators. At issue was a decision to add additional required academic classes for freshmen and sophomores, classes that could impact their ability to take motivating elective classes such as band, dance, drama and choir.	Learning: what hinders and supports it, What's school like?	<a href="#">Link</a>
<b>Tech-savvy teens 'adopt' teachers</b>	"The teachers at Don Mills Collegiate Institute are now the students," writes Kristin Rushowy, an education reporter. "Faced with teens who know more than they do about technology, the Toronto high school began an 'adopt-a-teacher' program where students teach the adults how to create blogs or interactive graphics, edit video, or even just improve their PowerPoint presentations. 'Half the school's teachers signed up for the tutoring,' says Sharron Forrest, program director of the Toronto high school's renowned CyberARTS program".	Electronic technology in schools, Student and teacher interactions; student and student interactions	<a href="#">Link</a>
<b>Teenage Life Online: The rise of the instant-message generation and the Internet's impact on friendships and family relationships. (link)</b>	About 17 million youth ages 12 through 17 use the Internet. That represents 73 percent of those in this age bracket. A study by the Pew Internet & American Life Project reveals that teenagers' use of the Internet plays a major role in their relationships with their friends, their families, and their schools.	Electronic technology in schools	<a href="#">Link</a>
<b>The Color of Learning: Youth Researchers Tackle the Legacy of Brown v. Board of Education</b>	A coalition of high school-aged students from in and around New York City took on its own investigation of educational inequity. Led by Michelle Fine, a professor at the Graduate Center at the City University of New York (CUNY), and working with a corps of graduate students, these young researchers conducted surveys, interviews, and focus groups that uncover, often dramatically, how race still colors learning in too many American classrooms.	Achievement gap	<a href="#">Link</a>
<b>The Color of Teaching: In a small black school, students tackle a conundrum of equity</b>	For Kia Askew and other students in Camp Hill, Alabama it matters that the teachers at the front of her classes at Edward Bell School mostly come from this small African American community, where she grew up. Said Askew, "When we say something is hard for us, they can understand why," she says. "They can see it from our point of view."	Student and teacher interactions; student and student interactions	<a href="#">Link</a>
<b>The Coolest School in America: How Small Learning Communities Are Changing Everything. (pdf)</b>	What is the experience of students who attend schools with project-based learning programs? This study of the graduates of Minnesota New Country School, a 7-12 chartered school that has no formal classes but rather supports student-directed projects, offers students' perspectives about the school's effects on students' project-based skills, individual responsibility, resilience/persistence skills, reflection skills, and relationship skills.	Nontraditional learning programs	<a href="#">Link</a>

<b>The Digital Disconnect: The widening gap between Internet-savvy students and their schools. (link)</b>	The American Institutes for Research was commissioned by the Pew Internet & American Life Project to conduct a qualitative study of the attitudes and behaviors of Internet-using public middle and high school students drawn from across the country. Many schools and teachers have not yet recognized&mdash;much less responded to&mdash;the new ways students communicate and access information over the Internet. Students report that there is a substantial disconnect between how they use the Internet for school and how they use the Internet during the school day and under teacher direction.	Electronic technology in schools	<a href="#">Link</a>
<b>The Digital Natives are Restless</b>	In this audio of the one-woman live presentation of "The [Digital] Natives are Restless" at the National Educational Computing Conference, Deneen Frazier-Bowen challenges, "Students have daring ideas for learning in the digital age... but are we listening?. Experience this generation's innovative perspectives." The presentation includes Education Evolving's Student Voices on Video. You may also find the presentation in the iTunes music store, titled "<a href='\"http://phobos.apple.com/WebObjects/MZStore.woa/wa/viewPodcast?id=213440691.\"'>Daring Conversations</a>". Read more about the presentation at <a href='\"http://www.actwith.com\"'>www.actwith.com</a>.	Electronic technology in schools	<a href="#">Link</a>
<b>The Internet and Education: Findings of the Pew Internet &amp; American Life Project. (link)</b>	The Internet has become an increasingly important feature of the learning environment for teenagers. Research by the Pew Internet & American Life Project in November and December 2000 shows that teens use the Internet as an essential study aid outside the classroom and that the Internet increasingly has a place inside the classroom.	Electronic technology in schools	<a href="#">Link</a>
<b>The Problem We All Live With: Inequalities between Boston Urban and Suburban Schools</b>	Students at inner city and suburban high schools want equally to go to college, but do they get the same preparation and academic opportunities? In this movie, a leadership class at Brighton High School in Boston took on this question. They surveyed and interviewed students in three city and three suburban Boston schools to see how academic expectations and opportunities varied.	Achievement gap, What's school like?	<a href="#">Link</a>
<b>The Schools We Need: Creating Small High Schools That Work For Us. (link, pdf)</b>	Students reflect on the following questions in this report from What Kids Can Do: What's so different about a small high school, compared to a large one? When school leaders decide to create more small schools in their district, how do students themselves experience the change in their everyday routines, as well as in their sense of power and possibility?	School size	<a href="#">Link</a>
<b>The Silent Epidemic: Perspectives of High School Drop Outs. (link, pdf)</b>	Civic Enterprises presents the results of focus groups and interviews by Peter D. Hart Research Associates, offering youths' perspectives on why they dropped out and what may have prevented them from quitting school. The report emphasizes questions about what motivates students to stay in school and learn and suggests policy alternatives to schools as well as state and national leaders, such as offering different schools to different students.	High drop out rates/low graduation rates	<a href="#">Link</a>
<b>The State of Our Nations Youth 2008-2009. (link)</b>	In this annual report, the Horatio Alger Association analyzes the varying types and levels of family and peer support that American youth receive, youths' outlook on numerous issues from education to social attitudes, and what these students see as the biggest obstacles in their lives (as opposed to obstacles perceived by adults and educators). Two big trends in this year's report were both related to the influence of technology in today's world: "Asked to pick from a list of possible improvements to their school, students say that more up-to-date technology would make the biggest difference. They also believe that their science and technology classes are the most important to take when comes to preparing them to succeed in the global economy."	Electronic technology in schools,Fighting low expectations,Learning: what hinders and supports it, School improvement	<a href="#">Link</a>

<b>Trend Setters: Views of Small Schools in a Large School Setting</b>	When a small school sets up quarters within a large high school, friction can develop, especially when the small school marches to a very different drummer. The students at Bronx Aerospace Academy, a small ROTC school located within Evander Childs High School in the Bronx, know this firsthand. Their military uniforms, marching, and different curriculum set them apart. They feel their Evander classmates single them out for harassment. Evander students, meanwhile, worry that they have become second-class citizens in their own school. Hoping to bridge these tensions, students from both sides decided to take a hard look at the misperceptions.	School improvement,School size	<a href="#">Link</a>
<b>Tuned In and Totally Wired</b>	For the cable industry's annual conference in 2007, Cable in the Classroom organized a panel of students to describe their technology and media behaviors, attitudes, and beliefs. The panel, captured here in audio format, was comprised of eight high school students drawn from five different Clark County Las Vegas high schools and moderated by Anastasia Goodstein, a journalist and youth media expert. The wide ranging conversation covers topics including: MySpace and social networking, blogging, communication preferences (email, IM, SMS, cellphone), TV and Tivo/DVRs, advertising, music (including the ubiquitous iPod), videogaming (PS2, PS3, PSP, Wii, xBox), multitasking, internet safety, the portrayal of youth/teens by the media, their obsession with Apple and the forthcoming iPhone, and how their use of technology and media intersects with school.	Electronic technology in schools	<a href="#">Link</a>
<b>United Students Survey</b>	United Students members conducted a survey at their Garfield, Roosevelt and Wilson High Schools (Los Angeles, California) concerning discipline, college access & culturally relevant curriculum.	What's school like?	<a href="#">Link</a>
<b>We Could Start a School! How one Bronx youth group is taking on the future</b>	In Bronx, New York members of Sistas and Brothas United (SBU), have decided they can change their world. This brief article writes-up their reflections on the new school they're trying to start.	School improvement	<a href="#">Link</a>
<b>Who Says Who's Smart?</b>	Fourteen students at Bronx Leadership Academy II, a small public high school in New York City, highlight their "insider knowledge" as urban youth. In their inquiry, known as "SAT Bronx", they create their own take on standardized tests, share new knowledge about who knows what and why it matters.	Standards and Testing	<a href="#">Link</a>
<b>Who's Responsible? (link)</b>	In a viewpoint article "Seen and Heard" in the March 2006 issue of Teacher Magazine, education researcher and former teacher Antonia Lewandowski wrote that today's students need to have a better understanding of their own responsibility for their educations. Mary Downing, a language arts teacher at Learning Community Charter School in Jersey City, New Jersey, read the article and shared it with her 8th grade class just as they were preparing for the state's standardized exams. After some classroom discussion, she asked the students to write down their thoughts about the divisions of responsibility in schools. The students' comments are excerpted in this article.	Learning: what hinders and supports it	<a href="#">Link</a>
<b>Why I Didn't Graduate. (link)</b>	John Wood, a nongraduate of Federal Hocking High School, in Stewart, Ohio, explains that despite being sixth in his class he did not graduate because he refused to take the Ohio Proficiency tests. He writes, "I did this because I believe these high-stakes tests (which are required for graduation) are biased, irrelevant, and completely unnecessary."	Standards and Testing	<a href="#">Link</a>
<b>Why School Works for Alternative High School Students</b>	The Oregon Department of Education asks students about personal, academic, and school issues influencing their participation in alternative high schools.	Chartered schools, alternative education programs, and magnet schools	<a href="#">Link</a>

<b>Year 2000 Student Survey of Uses, Resources and Needs of Information Technology</b>	The University of Michigan Year 2000 Student Survey of Uses, Resources and Needs of Information Technology revealed that students use the web for much more than idle browsing and wanted to use it for even more for school and work related activities. Similar to their older counterparts in the workforce, students used the web for getting assignments, checking and updating their records and doing research. They see a strong need to use the web for even more of their work. They are also asking for web tools to do their work. Some of these tools are just starting to be provided by the University while others are in the design stage. The analysis built a strong case for supporting student work with these tools and helped guide the university in providing advanced tools.	Electronic technology in schools	<a href="#">Link</a>
<b>Young people today are skilled with digital electronics. National Education Technology Plan. (link)</b>	Students understand the intricacies and opportunities presented by the technological revolution better than many teachers and administrators who did not grow up with the Internet. Susan Patrick, Director of the Office of Educational Technology, outlines the U.S. Department of Education's effort to solicit input from students. This site includes student-produced movies, blogs, and a series of streaming video clips.	Electronic technology in schools	<a href="#">Link</a>
<b>YOUTH VOICES: The California High School Exit Exam. High stakes for high schoolers. (link)</b>	The San Francisco Chronicle asked students: Thirteen years of school, 43 classes, 2,223 school days, and no diploma&mdash;all because of another standardized test? The California High School Exit Exam may be preventing dozens of students at my school alone from graduating. Is it worth it?	Standards and Testing	<a href="#">Link</a>
<b>Youth Voices: What the Next Generation Wants to Learn</b>	"Many young people are experts at collaborating through online technology -- the kind of tools that are powering the new global economy" and edutopia.org asked students, "what it takes to succeed". Across the globe, students have submitted their answers via web video. Social dynamics takes the top spot, with 5th-12th grade students reporting that they would like to learn more about communication, social networking, cooperation, and presentation skills.	Electronic technology in schools, Learning: what hinders and supports it, School improvement	<a href="#">Link</a>
<b>YouthNOISE. (link)</b>	Forum: School and Education	Message boards where students regularly speak out about education	<a href="#">Link</a>