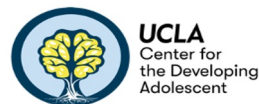




# Adolescent Development Convening

*Extended Learning Support Virtual Debrief*





# Teacher Learner Connect Project

*Students and teachers from Aldine Independent School District  
and Achievement First Elm City College Prep Middle School*



# Project Team



**Emi Iwatani**

Senior Learning  
Sciences  
Researcher,  
Digital Promise



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Postdoctoral  
Researcher,  
Yale University



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Chief Transformation  
Officer,  
Aldine Independent  
School District



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Lead Consultant  
Mahogany Assessment  
Partners



**Tiffany Leones**

Early STEM  
Education  
Researcher,  
Digital Promise

# Collaborators



**Students** – Julius, Priscila, Ruby, and Ashley

**Ms. Silvia Scheirman** – Opportunity Culture Coordinator, Office of Transformation

**Ms. Kirby Pollard** – Department Chair for Special Education, Blanson CTE High School

**Ms. Desiree Bright** – Special Education Inclusion Teacher, Blanson CTE High School



**Students** – Faraji and Denasha

**Mr. Trevor Thomas** – ELA Teacher, 7th Grade Chair, Resident Advisor, and Head of Adult/Student SEL, Achievement First Elm City College Prep Middle School

# Background

Our collaboration focused on **exploration & healthy risk-taking** in the classroom.

Initial insights on three domains

Negative impacts of  
testing

Student perspectives  
and student-teacher  
conversations

Research-practice  
partnerships and  
involvement of  
student voice

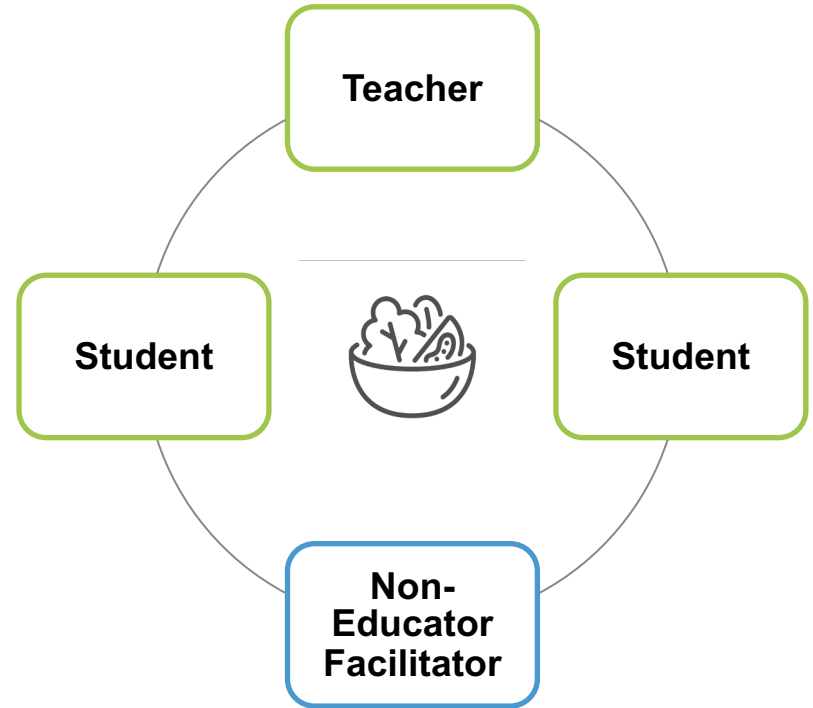
# Project Description

## Method

- Team of four shared a meal together and discuss assessments

## Driving Questions

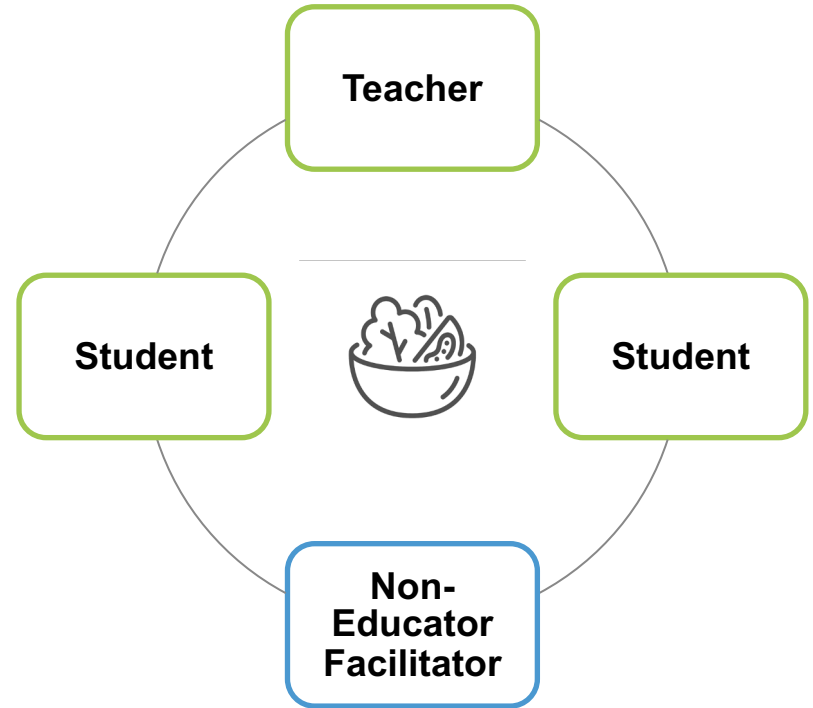
- How might a test or assessment in the teacher's classroom be redesigned so that everyone in the class will feel successful?
- What are the barriers and promotive factors of adolescents exploring in the classroom?



# Project Description

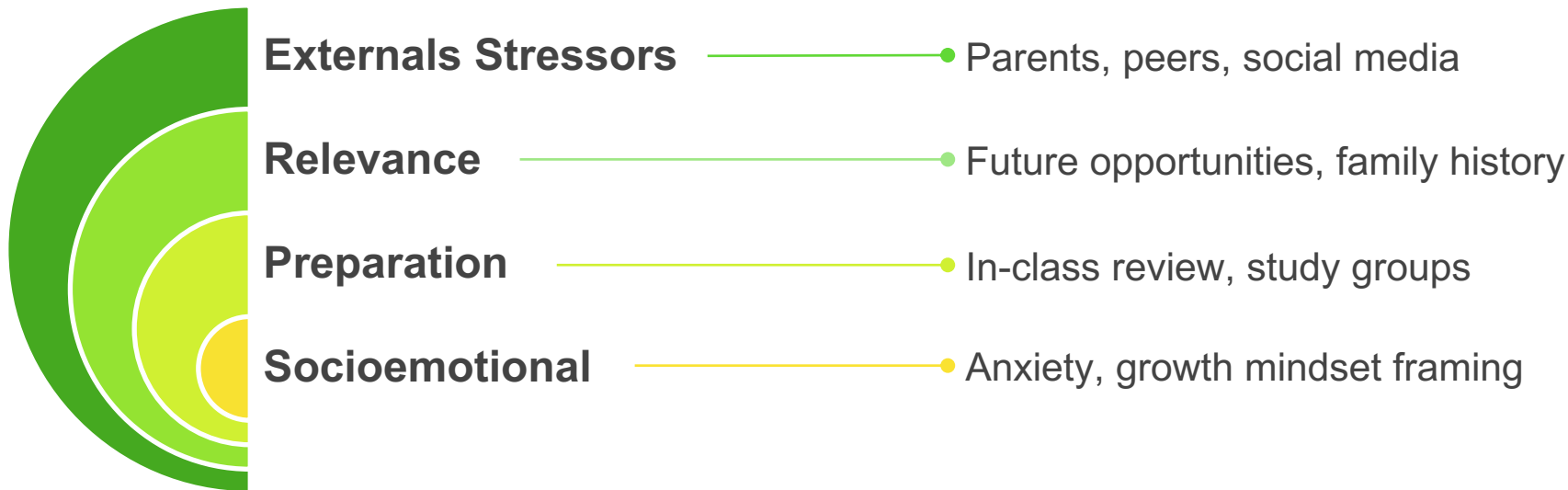
## After the conversation

- 30-minute debrief conversation with each of the project team members
- Project team organized and interpreted interview data



# Findings

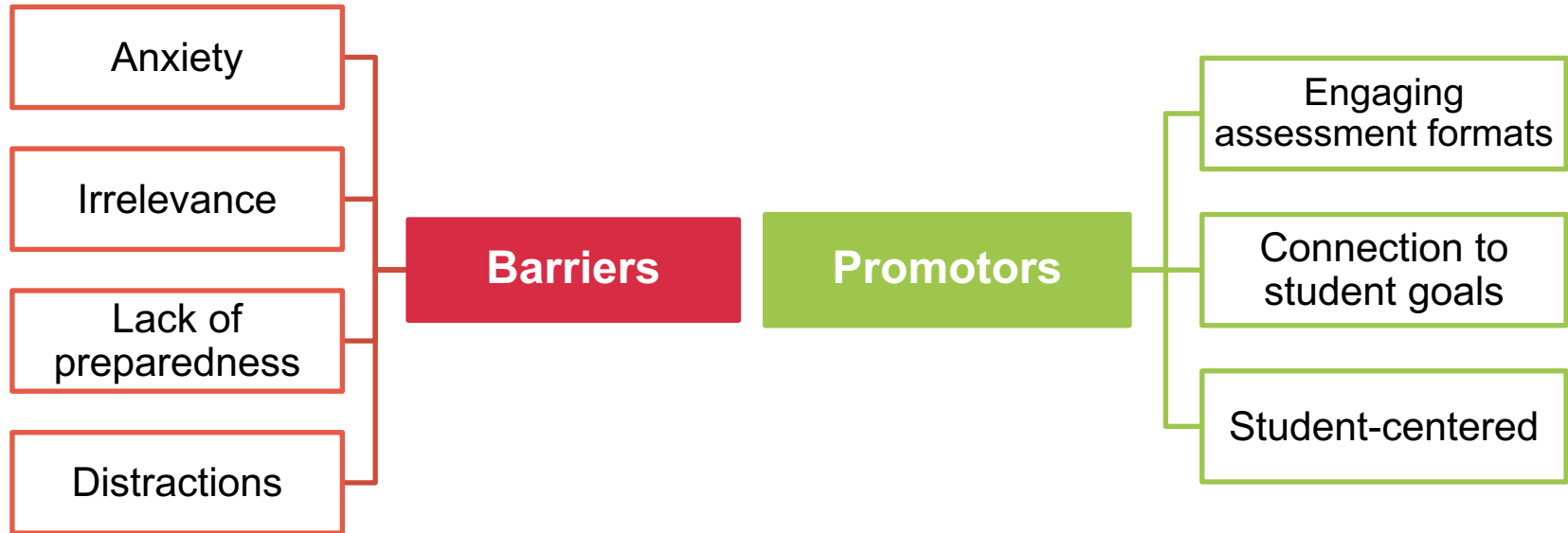
How might a test or assessment in the teacher's classroom be redesigned so that everyone in the class will feel successful?





# Findings

What are the barriers and promotive factors of adolescents exploring in the classroom?



# Evaluation

How was this valuable for the participants of the collaborative conversations?

## Students

- *Voice*: Students felt seen & heard.
- *Perspective*: Helpful to know that other students were apprehensive about testing.
- *Understanding*: Broader pressures and teachers' struggles about testing.

**Relational and intentional support matters**

**Classmates and even teachers** have testing concerns and anxiety

# Evaluation

How was this valuable for the participants of the collaborative conversations?

## Educators

- *Connection*: Opportunity for meaningful and respectful interactions between adults & adolescents.
- *Feedback*: Learned what approaches may have been ineffective and why, reconsidered current approach.

“I don’t want to take that test that’s built on a perfect world when ***we’re not in a perfect world.***”

Feedback led to ***immediate changes and improvement.***

# Evaluation

*How this was this valuable to the collaborators, from personal and professional perspectives?*

## Problems with Assessment\*

- People can't work toward a future if they can't see it first.
- People don't want to design a future that they aren't in.
- People need to feel a sense of agency or permission to help shape that future.

## Intervention Design

- Small interventions can be impactful.
- Students understand their experiences best — important to develop solutions with their input.
- Adults must be willing to listen and adapt their behaviors

\*Dr. Henry Jenkins & Dr. Sangita Shresthova's rationale for the importance of civic imagination, as summarized by Sam Ford.

# Next Steps



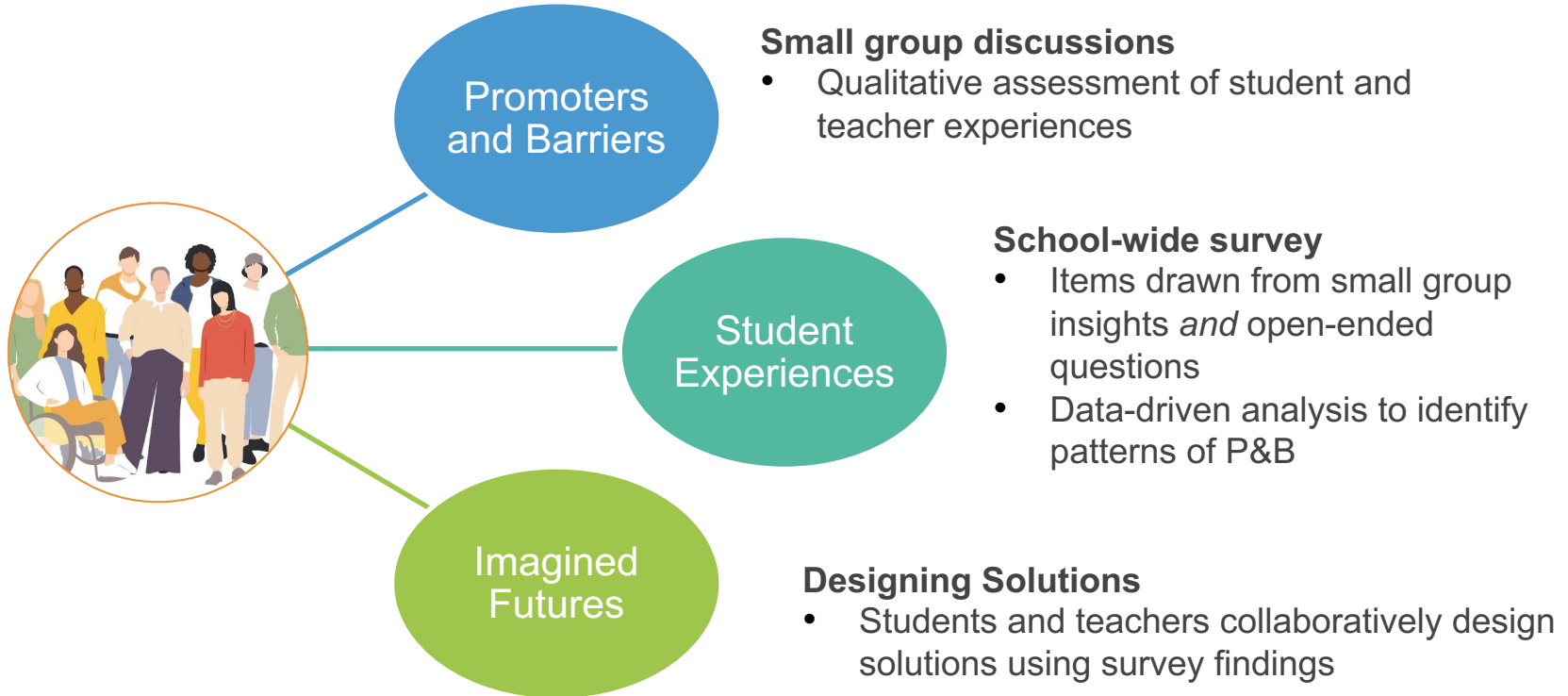
What is the **impact** of our assessment practices on students *and* teachers?

How can we **reevaluate** the way we are currently assessing students?

How can we **transform** the way assess students?

*-Ms. Silvia Scheirman, Aldine ISD*

# How can student exploration be facilitated *during* the school day?



# Acknowledgements



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the Developing  
Adolescent



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# Questions?

For more information about this work,  
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# Thank you for joining today!

For more information about this work, contact Drs. Iwatani and Simmons  
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