

TYPICAL ELEMENTARY	ASPIRE HIGH	ASPIRING HIGHER
Student feedback is sought during parent/student/teacher conferences.	Student feedback is gathered at teachers' discretion.	Student feedback is embedded into learning, including assessing what worked well in a lesson and what could be done differently to improve learning.
Classroom reps, student council members, etc. are determined by peer voting, with a teacher recommendation required.	All students are encouraged to be leaders and are taught leadership skills.	Systems are in place for all students to have leadership opportunities based on students' interests and skills.
Teachers design and lead all lessons.	Students are invited to contribute to lessons based on their skills in specific areas.	Students co-learn and co-teach with other students and/or teachers. Learning is seen as a collaborative community endeavor.
The principal holds a meeting in response to an issue.	The principal has an open door policy and invites students to discuss a range of issues.	The principal establishes regular meetings with a wide variety of students to discuss and address their concerns and ideas.
Adults are in charge of discipline.	The whole class generates and agrees on classroom rules.	Systems are in place for students (with the guidance of teachers) to self-monitor and hold themselves and each other accountable for their actions.
Teachers prepare and present lessons in a lecture format.	Students are encouraged to ask questions and engage with the teacher and materials during lessons.	Students independently prepare for lessons ahead of time, creating opportunities to further engage in learning during class time. (Flipped Classroom)

ASPIRE HIGHER ELEMENTARY

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Teachers seek students' ideas through the raise-your-hand approach throughout the day.	Teachers work with students to determine effective methods for gathering their opinions and ideas.	Teachers understand the Voice Process and intentionally listen, learn, and lead with students on a daily basis.
Teachers occasionally ask for student input via SurveyMonkey or other informal data collection tools.	The school regularly and purposefully gathers student feedback via surveys.	School-wide focus groups occur on a regular basis to analyze survey results in partnership with students.
Voice skills are the by-product of other skills being taught.	Voice skills are taught as the need arises in isolated contexts.	Voice skills are intentionally taught at each grade level and supported as part of students' overall educational experience.
Students' interactions with full staff are limited to performances, sporting events, art exhibits, etc.	Select students share their accomplishments with full staff during staff meetings.	Diverse groups of students are regularly invited to present their ideas and insights at staff meetings and PLC's.
Students' interests and prior knowledge/experiences are shared at the start of the school year.	Students regularly discuss their interests and experiences.	Students' prior knowledge and current interests drive teaching and learning.
Student learning is restricted to content knowledge and self-reflection is rare.	Students are prompted to reflect on their learning and choices.	Self-reflection—as an individual student and as a member of the school community—is a routine part of the learning process.
Students focus on their own learning and success.	Students work collaboratively.	Students prioritize classmates and actively support them as learners.