



**Learning
Through Trust:
Improving
Student-
Teacher
Relationships**

**Mikva Challenge
Education Council**



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Introduction

Who are we?

The Education Council, formerly known as the Youth Innovation Fund, is composed of a group of 16 students representing 14 Chicago Public High Schools throughout the city. As the Student Advisory Council to the Chief Executive Officer of Chicago Public Schools, Arne Duncan, we work together with a common goal of promoting youth voice, vision, and power. In order to make a positive change for Chicago Public Schools, we come together to research the problems in our schools and come up with solutions to address them.

Why is youth voice important?

Youth voice is important because we [students] are in the classrooms experiencing first-hand both the successes and failures of the school system. We are capable of being a force of change in our schools. Adults simply need to stop and listen to the valuable things students have to say. Additionally, many students need youth role models to look up to. If we don't speak up now, then who is going to speak up for us later?

Why is youth voice important in schools?

Youth voice is important in schools because administrations need student input to create a healthy learning environment. Student voices should inhabit schools because they speak to change. Our voice and our ideas have the power to transform student-teacher relationships.

Why are we creating these recommendations?

We are creating these recommendations to present Arne Duncan with our ideas on ways to improve schools. We hope they encourage him to continue working to keep students in school. We believe he recognizes the problems we see in our schools and understands that our ultimate goal is to implement positive change within them.

Why Student-Teacher Relationships?

A good Student-Teacher Relationship is one of the most important tools schools need to succeed. Poor Student-Teacher Relationships affect students' success. Students are our future, and if they are failing because of the lack of communication between students and teachers, our future is in jeopardy. We want teachers and students to cooperate and collaborate so that the learning environment is a positive one.

What is our expected outcome?

If these crucial changes in our schools are recognized and implemented, we can expect a school system that has changed for the better. We want to see a higher rate of academic achievement and students who are graduating. We need to take advantage of our resources and use them to their fullest.

Student-Teacher Relationships

Students spend six to seven hours a day with their teachers and staff. It is essential that teachers and students obtain a healthy relationship with one another to ensure success for both parties. With improved student-teacher relationships the job of both will be easier and more interesting. We believe schools, communities and our society as a whole will see a smaller percentage of drop-outs as well as a smaller rate of violence if the relationships between students and teachers are improved.

PROBLEM:

Students have a poor relationship with their teachers; therefore, they do not know how to approach them. This in turn leads to misunderstandings, student isolation, and distracting outbursts.

GOAL:

Students and teachers should connect and gain a healthy relationship in order for both of them to succeed.

RECOMMENDATION 1:

A mandatory student-teacher retreat should be held prior to the start of school

IMPLEMENTATION SUGGESTION(S):

- Before school starts in the fall teachers and students should attend a mandatory retreat where students will collaborate with teachers and other students during team building activities.
 - On the retreat students will not be allowed to bring iPods, cell phones and any items of that nature.

PROBLEM:

Some schools have no in-depth freshmen orientation; therefore freshmen get off track early in the school year.

GOAL:

To keep freshmen interested in school and give them the opportunity to get to know their teachers and peers prior to the first day of school.

RECOMMENDATION 2:

One week prior to the start of school a mandatory freshmen orientation should be held

IMPLEMENTATION SUGGESTION(S):

- During freshmen orientation, three freshmen should be paired with a "Senior Buddy".
- The first two days:
 - Students should be given a tour of the school, and escorted to their division room (homeroom).
 - There should be an introduction between students and teachers. In the introduction each individual should give their first and last name, elementary school they came

Student-Teacher Relationships continued...

from, age, and their main goal in life. This gives an opportunity for the students to get to know each other and be less shy toward each other.

- Student should then participate in a fun learning activity (icebreaker) that the teachers and senior buddies have prepared for them.

- The third day:
 - Students should be given their schedule, and each "senior buddy" should have three freshmen to lead and guide the students.
 - Students should proceed to all their classes as if they were in school, as in their homeroom, they should give an introduction as well and an ice breaker.

- The fourth day:
 - Students should attend their classes accompanied by their senior buddies.
 - Teachers should give a brief description of how the school year is going to be, class rules, and consequences of not abiding by such rules.

- The last day:
 - Students should go to their homeroom, be given one last welcome and do a teambuilding activity.
 - They will discuss their freshman orientation experience.
 - Orientation will conclude with a celebration upon completion where students will receive a certificate of accomplishment
 - Service learning hours should be given to those who fully complete the orientation

- There shall be a barbeque for students post orientation celebration.

PROBLEM:

Students do not feel interested in school which causes conflict between the students and the teachers. Teachers are having problems engaging their students.

GOAL:

To engage students with educational activities.

RECOMMENDATION 3:

School should host presentations that peak student interests as well as implement educational activities based upon student response to the presentations

IMPLEMENTATION SUGGESTION(S):

- Teachers should research outside organizations that will provide students with information regarding issues or opportunities within the community.
- Do icebreakers in the classrooms and in after school activities as well.
- The students should work with the teachers to come up with interesting activities for the class that will engage themselves and others.

Teacher Support

Teacher support is important to create a better union, bond, and relationship between teachers. In many schools teachers do not have adequate support, which is a problem. We are here to try to make positive and valuable changes for our teachers. We hope to see a change in the relationship amongst teachers as well as an improvement of their well-being. Educators need to be able to communicate at all levels. This sets an example for the students, which allows the relationship to grow stronger because of better support and communication.

Personal Support

PROBLEM:

Often times, teachers are stressed out and do not know of healthy ways to deal with it. This can have a negative effect on classrooms and students' ability to learn.

GOAL:

Help teachers feel comfortable and offer them options to deal with stress.

RECOMMENDATION 4:

Provide free counseling sessions where teachers come together to share their thoughts and feelings with counselors from their school or outside groups

IMPLEMENTATION SUGGESTION(S):

- Have mental health organizations come to the school and set up meetings.
- In those meetings the organizations or school counselors should let the teachers express their concerns and give them advice on how to cope and control their stress.
- These meetings should take place throughout the entire school year.
- Walk-ins should be welcomed.
- Teachers should have the right to leave if they think it is not necessary for them.

In-class Support

PROBLEM:

Often teachers feel that they lack adequate resources that they can turn to when they feel stressed or stuck in the classroom.

GOAL:

Make helpful teaching resources readily available and a top priority within the administration.

RECOMMENDATION 5:

Encourage a classroom support environment by having experienced teachers act as mentors to new teachers and create a website teachers can use to get outside help for classroom problems

IMPLEMENTATION SUGGESTION(S):

- Create a mentorship program where a teacher can be a "go to" resource.
- Ask teachers directly what their needs are as far as classroom assistance is concerned.
- Ask teachers' union for help with website.

Teacher Support continued...

PROBLEM:

Teachers do not communicate enough with each other to create lesson plans. Some teachers isolate themselves and do not communicate nor support others.

GOAL:

To get teachers together to discuss lessons plans, ideas, and best practices in the classes they teach. This will allow them to provide each other with constructive and supportive feedback.

RECOMMENDATION 6:

Schools should provide “teacher forums” to express classroom and academic concerns, and struggles

IMPLEMENTATION SUGGESTION(S):

- Teachers should go to each other’s classrooms after school.
- Teacher forums should be at least 8 times a month.
- Students should NOT be informed of the specific discussions taking place at the forums, but instead should be given a classroom evaluation form that allows them to express their thoughts about classes and their teachers. In turn, when the teachers receive these results they can bring them back to the meetings and discuss them.
- Teachers can meet with each other outside of school on a more informal level in order to get a better sense of what is going on in their classrooms.
- Periodically administration should attend the meetings so that they can listen to what is being discussed and give feedback.

PROBLEM:

The personal connection between the teachers is poor and rarely exists outside of the school.

GOAL:

To create a strong support network amongst teachers through increased communication.

RECOMMENDATION 7:

Teachers should report to school a little early everyday to check-in with other teachers and see if they need help with anything before school starts

IMPLEMENTATION SUGGESTION(S):

- Create a teacher contact list
- Teachers should develop a “teacher hotline” that gives them the opportunity to check in with each other and provide assistance if needed.
- All new teachers automatically become part of this bond.

Curriculum

One thing that both students and teachers share and rely on is a rigorous curriculum. By incorporating the views of students who have also heard the ideas of some teachers, we can empower the curriculum to support the Chicago Public Schools system and those affected by it at a new level.

PROBLEM:

Some students feel that their classes are both uninteresting and boring. As a result, students may not perform to their full potential

GOAL:

Make learning relevant so that students find class interesting and engaging, thus reducing tension between students and teachers.

RECOMMENDATION 8:

Connect lesson plans to students' own personal experiences

IMPLEMENTATION SUGGESTION(S):

- Teachers should take a tour within their school's attendance boundaries.
- During the tour teachers take notes about their surroundings.
- Teachers then develop creative ways to tie in what they have seen to their daily lesson plans.
- Teachers take their newly gained insights and strategies to the classroom for implementation.

PROBLEM:

Teachers and students, the two biggest parties that participate in curriculum do not collaborate in the creation of it; therefore full success of the curriculum does not occur.

GOAL:

To have a curriculum that teachers and students help create.

RECOMMENDATION 9:

Every 5 years current students and active teachers vote on ideas that officials in the Chicago Public Schools Curriculum Department create

IMPLEMENTATION SUGGESTION(S):

- Every 5 years the CPS Curriculum Department creates a list of new ideas to incorporate to the curriculum.
- During division students vote on their top ideas that the CPS Curriculum Department created.
- Every 5 student votes are equivalent to 1 teacher vote to account for the fact that there are more students than teachers.
- Afterwards, the votes are tallied and the new curriculum is put in effect during the following year.

Curriculum continued...

PROBLEM:

Fine Arts classes' are not as emphasized as reading and math, although they are equally important and complementary to each other.

GOAL:

Give students greater exposure to fine arts classes that empower them to develop their talents. Doing so will be beneficial to them in other subjects such math, reading and science.

RECOMMENDATION 10:

Fine arts classes should be improved in quality and quantity at the secondary school level, be evaluated, and held to the same expectations as reading and math

IMPLEMENTATION SUGGESTION(S):

- Schools should have Fine Arts exams to make sure that the students grasp the concepts and talents that the class offers.
- All schools' Fine Arts classes must be evaluated to be sure they are meeting high standards.

Social-emotional Learning

Students' individual needs are often ignored when teachers jump straight into teaching and attention is not given toward their emotions. Some students can control their emotions when they step into the classroom door; whereas, others cannot cope with their emotions, which often times get the best of them during the school day. This is where miscommunication usually comes in because teachers do not take the time to understand or hear the needs of the students. Students cannot switch off their emotions like robots. We all have various ways to cope with our feelings. Some can productively self-manage their emotions while others need the help of a counselor or teacher. If teachers can take the time to help and relate with the students, there is a good possibility to create a classroom environment that meets the social-emotional learning needs of the students.

PROBLEM:

There is no mutual respect between teachers and students.

GOAL:

Establish mutual respect between teachers and students.

RECOMMENDATION 11:

Counselors should promote a designated period where teachers and/or counselors show students how to express their feelings or concerns in a healthy manner

IMPLEMENTATION SUGGESTION(S):

- Ask teachers if they are willing to volunteer during their free periods
- Make sure students would be interested in learning and receive help

PROBLEM:

Teachers are unaware of the way each student learns.

GOAL:

Teachers become knowledgeable of social-emotional learning, become aware of each of their students learning style, and incorporate them into the class.

RECOMMENDATION 12:

Teachers should distribute a survey in the beginning of the school year in order to learn each of their students' learning styles in order to include that style of learning in the curriculum

IMPLEMENTATION SUGGESTION(S):

- Provide teachers with training on Social-emotional Learning.
- Students and teachers should work together to create the survey.
- Have the school administration look over the survey before it is distributed to students.
- Teachers should teach and create varied assignments/school work so students can be exposed to different ways of learning.

Social-emotional Learning

PROBLEM:

Students should be exposed to more social-emotional learning.

GOAL:

Students will have a stronger relationship with the teacher and a greater sense of trust will be developed.

RECOMMENDATION 13:

Before the school year begins, teachers should be required to attend a four week training where they will learn effective strategies for student personalization

IMPLEMENTATION SUGGESTION(S):

- The school administration will first check and discuss if it is necessary to have a Social Emotional Learning (SEL) program implemented in the school.
- Find an organization or experienced teachers that are experts with social emotional learning so they can teach and mentor other teachers.
- Make sure that all teachers in the school are willing to participate and include social emotional learning in their class.
- The training program should take place in the school unless there is a suggested location that is proposed.

Cultural Awareness

Cultural awareness is the understanding and sensitivity to other ethnic groups and cultures. It is important to reduce the amount of tension between teachers and students. Teachers have diverse classes of students and do not know how to connect with them (because of cultural, ethnic, racial, or religious reasons). By tackling this issue, we hope to reduce the amount of tension between students and teachers.

PROBLEM:

Schools, teachers, students, and classes are not exposed to enough diversity.

GOAL:

Provide people with more opportunities to interact with individuals from cultures, races, and socioeconomic backgrounds different from their own.

RECOMMENDATION 14:

Have teachers and students learn about unity and diversity.

IMPLEMENTATION SUGGESTION(S):

- Take field trips to cultural museums for further knowledge of diversity.
- Offer cultural awareness and cultural competence classes that teach how to truly be open-minded to other people and their traditions.
- Teambuilding activities between students and teachers to see how different ethnicities relate.
- In one month out of the year, students should be able to celebrate one culture every week of that month.

PROBLEM:

There are not enough cultural activities within CPS schools.

GOAL:

Develop students to become culturally competent.

RECOMMENDATION 15:

Activities dealing with diversity should be implemented in all schools through “Cultural Celebration Days” that celebrate the traditions of different people

IMPLEMENTATION SUGGESTION(S):

- International Day should be in every school because schools that already have it are benefitting from it.
- Perform skits on advisory days or during assemblies with student and teacher actors.
- Host “Mix It Up Day” in which every student interacts with another student from a different ethnic background.
- Host Cultural Food Day in which students get together once every other month to experience different cultural foods.

Cultural Awareness continued...

- Design cultural murals in schools where student artists create art based on a diverse cultural unity.
- Have Cultural Awareness Day.

PROBLEM:

There are not too many classes that focus on cultural competence.

GOAL:

To have more classes on cultural competence so that students can be exposed to different cultures.

RECOMMENDATION 16:

Offer classes that focus on cultural competence

IMPLEMENTATION SUGGESTION(S):

- Go to the principal and talk to him/her on how important cultural competence is.
- Tell the principal about how it would help so much if cultural competence courses were implemented into the curriculum.
- Have team building activities between different cultures

PROBLEM:

Teachers do not discuss their own personal experiences within their own cultures. Teachers need to learn to adapt to other races they work with.

GOAL:

To have teachers adapt to other culture and use their own method of teaching.

RECOMMENDATION 17:

Teachers need to learn to adapt to any other culture and use their own method in doing so

IMPLEMENTATION SUGGESTION(S):

- Do different types of role plays on different cultures

Communication

Communication is important because it provides an opportunity for collaboration. Without communication, a person feels isolated and withdrawn from others. When people do not communicate it causes confusion, frustration and sometimes conflict. Lack of communication also causes the community to be uncooperative and unorganized which leads to a lack of awareness of the issues that are occurring in the community. When this happens it is harder for there to be a solution, especially in schools. Lack of communication can lead to great problems in society.

PROBLEM:

Students lack the skills to approach teachers and peers in a respectful manner. Because of this teachers do not respond receptively to assist students in ways that benefit them.

GOAL:

Provide opportunities for students and teachers to productively work together.

RECOMMENDATION 18:

Students and teachers should be willing to help each other with problems and concerns but at the same time find a respectful way to do it by having workshops throughout the school year

IMPLEMENTATION SUGGESTION(S):

- Workshops that allow everyone to express their feelings-these can occur during division or a specific day of the week for the entire school.
- An introduction to the school that familiarizes students with the school by introducing them to key adult figures, other students, and school activities.
- Yearly student-teacher meetings in order to check in with students to see how their feelings may change over a year's time period.

PROBLEM:

Teachers do not feel that the students appreciate what they are doing because there is no communication between them. Teachers are not able to communicate with students because they are not aware of the individual student's needs and interests.

GOAL:

The goal is to help students express themselves to their teacher and classmates when they have personal, academic, or any other type of concern they might be facing or struggling with so that everyone knows and understands each other.

RECOMMENDATION 19:

At the beginning of the school year teachers should give the students "Get to Know Me" surveys

IMPLEMENTATION SUGGESTION(S):

- Create a survey with a list of questions that will be useful for the teacher to get to know the student better, such as:
 - How would you describe yourself?
 - What is your personal slogan of life?

Communication continued...

- o How do you like be acknowledged for your accomplishments?
 - o How do you act in times of stress?
- On the first week of school, distribute and collect the survey.

RECOMMENDATION 20:

Students and teachers should play games that allow students to open up and try to use personal questions, (play the fishbowl game)

IMPLEMENTATION SUGGESTION(S):

- To do the fishbowl put 4 chairs in the middle to form a circle and only the people in the middle are allowed to speak. They answer questions about themselves. If anyone who is on the outer circle has something to say, he or she can get into the middle to speak by tapping a person who is in the middle on the shoulder.

Appendix

All of Our Recommendations

Student-teacher relationship

1. Before school starts in the fall teachers and student should attend a mandatory all expense paid retreat. On the retreat the student are not allowed to bring any iPods, Cell phones and things of that nature. The students will work with teachers and other students during team building and workshops.
2. Teachers should be allowed two prep periods during the day one during the morning and the next during the afternoon. During these preps teachers should concentrate on lesson plans and student that come in and try to discuss things related to the class.
3. Principals should get let the teachers know what standers are to be met and the teachers take that and create it into their short simple and engaging lesson plans.
4. All teachers that will be teaching in the upcoming fall that summer they should attend a 4 week workshop contains ways to interact with student to find out ways to combines social and emotional learning
5. All principals that will be serving at a school in the upcoming fall should be supplied with example lesson plans to help the teacher come up with an engaging way to tie social and emotional learning into regular lesson plans
6. Students should attend a mandatory one week orientation, where three students will have a "senior buddy" as a supervisor or a mentor. The senior buddy will be there to answer any doubts or questions the freshmen have.
7. Teambuilding activities that allow a connection between the two parties.
8. During freshman orientation students should have ice breakers with their future teachers so that things are learned from both students and teachers.
9. Freshmen should attend a mandatory 1 week orientation and 3 students should have 1 senior "buddy" to answer questions of students.
10. Freshmen should be given a tour of the school, introduced to all of their teachers, and should earn service learning hours for their time and a ceremony at the end to finish it.
11. Teacher-student-principal-parent forums
12. Teachers available at most times of the day to help with student problems.
13. Teambuilding activities that allow a connection between the 2 parties
14. I think students and teachers should come together to help each other more instead of trying to find each other's weaknesses and be more positive to each others' ideas so that they would help each other better themselves
15. Teachers should be available at all times
16. Respect students also
17. Create mutual respect and understanding between both parties
18. There should be a teacher from each subject before and after school to assist students who need extra help or are confused with the subject
19. Some kind of fun outside of school activity to have the chance to connect or bond with other students and teachers

Appendix continued...

Teacher support

20. Teachers should get a list of non-profit organizations and it should be mandatory for them to use at least 5 of them per semester.
21. Students should attend a mandatory orientation. At the orientation the students must fill out a survey stating their interesting and the best way for them to learn. After gathering all the data teachers should combined into their lesson plans.
22. Teachers should gather together from each course and one another come up with better lesson plans and listened to each teacher's ideas and methods of teaching. This will help teachers be less stressed and feel better in knowing that they can count on other teachers for support.
23. Teachers should also be given help resources for when they feel stuck. For help example, a hotline, and websites.
24. Teachers don't have to submit long, complicated lesson plans
25. Outside programs come into class
26. Let the teacher know that he/she is doing a good job
27. Teachers get together to discuss lesson, ideas, what works, etc.
28. Teachers should be give the funds to use extra tools/resources for their class so that it is more engaging
29. Give teachers a list of help resources such as emails, phone numbers and maybe set up meeting for all teachers so that they can compare and contrast each other
30. Have ice breakers, fish bowls, and class debates about important educational topics
31. Teachers should have access to outside resources in class:
 - Guest speakers
 - French spy for French class
 - More field trips
 - Chemistry to Museum of Science and Industry
 - Hands-on experiments
32. Teachers of all subject work on a lesson together
33. Teachers should be provided with materials that will be implemented to help students learn and succeed in class

Curriculum

34. Students should have the choice to pick their own schedule as long as they don't have any credits to make up or have any debts in school, such as school books, activity fees, and uniforms.
35. More engaging activities and strategies.
36. Teamwork projects.
37. Connection with students in the class so it will be more engaging.
38. Teachers allow students to prepare ideas for new classes and/or comment on their current class schedule
39. Math: teach students how math is going and already playing a role in their lives as consciousness. By understanding math, students become more smart consumers
40. Have classes that focus on cultural studies
41. Let students pick schedule as long as he/she doesn't need to make up any classes

Appendix continued...

42. Make sure that schedule is right for students
43. Colloquiums that offer informal learning
44. Should be rewarded for perfect attendance
45. More engaging activities and strategies
46. Team projects
47. Block schedule
48. Connection with students with the class for it to be engaging
49. Teachers and students should have a say in the curriculum

Cultural Awareness

50. All students pen pal with students all over the world so that they will have a wider view of culture rather than those just in Chicago
51. Maybe teachers should make a survey and very simple questions that could help the teacher know the student better how they think, how they like to be treated
52. I recommend that teachers should use their own method in teaching multi-culture
53. I recommend that teachers should understand the different types of cultures that they are teaching
54. I recommend that teachers should acknowledge all student of any race to create a positive student-teacher relationship
55. "Who I Am" Day where people or students get to know each other's backgrounds
56. Diversity Day, a day when other cultures are explained
57. Create an assembly and have students play roles of a different culture like a play. For example, Mexicans play the roles of the African-American what they eat, believe, how they behave, etc. get to know the physical and internal side of their culture
58. Have culturally-based learning in the classroom that covers an array of different cultures together
59. Take field trips that give students the opportunity to explore and learn more about different cultures and how it influences society.
60. Teachers and student discuss their own personal experiences within their own cultures together in a classroom setting and discuss what is similar and what makes them different
61. Respect all culture, learn, and understand others
62. Host assemblies in school related to cultural awareness and cultural competence
63. Create after-school programs for students that promote diversity and cultural awareness/competence
64. Expose student teachers to diverse schools so that they know how to interact with students once they start to teach
65. Students and teachers should learn how to adapt to any kind of person they're working with
66. Teachers need to relate to students more in a positive way
67. Teachers should get ideas from the students on how to make class more interesting if it is not engaging
68. Implement courses that are on cultural awareness into the curriculum
69. Teachers should let the student have the opportunity to present their culture so teachers can connect and gain respect in the class

Appendix continued...

70. Each school should host a diversity night where students, teachers, and community are exposed to various cultures (music, food, facts) and are hosted by the school's cultural clubs
71. All CPS teachers should have the chance to be exposed to a various culture classroom to become or learn to be a better teacher and maintain a friendly environment in the classroom
72. International day – have a celebration
73. I would recommend that all teachers get some kind of background knowledge on every race to at least have some idea of what kind of students they might be teaching
74. Have some kind of activity that involves everyone and lets everyone know how or what customs you are used to and understand that no one person is exactly the same
75. Be open to different cultures and respect other. Do this by communicating with their students in the beginning of the year
76. Have the curriculum fit to be more exposed of the different cultures that there are
77. Teachers listen to all people no matter what race
78. Schools should have a "WHO I AM DAY", in this day a group of individuals of each race gather together and dress and have food of their culture .The students should talk about their believes and about the similarities between the American culture and theirs .
79. Students switch roles of culture. For example, a Mexican student and a Jewish student "switch" culture for a week. The last day of the week each student has to compare and contrast the cultures, say what they learned and have food and dress like the culture.
80. Expose student teachers to diverse schools so that they already know how to interact with students once they start to teach.
81. Teachers should learn from surveying the students on important aspects of their culture. A focus group might also work.
82. Successful teachers interact with new teachers and share their experiences with them.

Social-Emotional Learning

83. Teachers should distribute a survey where they could see what each student's learning style would be and try to include that way of teaching in the curriculum/class.
84. Teachers should teach and create varied assignments/school work so students can be exposed to different ways of teaching and learning and students can also find out what ways of learning is right for them.
85. Students should start off the day at school with group activities to bond and gain relationships with teachers and fellow classmates.
86. I would recommend that students should be aware of how they carry themselves so teachers won't get the wrong expression about them.
87. I would recommend that teachers shouldn't be so judgmental about a student or a certain group of kids.
88. I would recommend that everyone in a school conduct themselves in a mature manner if they want to be respected.
89. I recommend that it be put in all classes. The problem is that for many people show no love or emotion in classes or in the real world. So I just recommend FIRST that it's implemented everywhere!
90. Every morning before class, teachers should see how we are doing and if we're okay with our grades and things like that. The people who made it up go to all schools and say what they are doing and how it's important.

Appendix continued...

91. I think every month SEL system should have the kids do a program evaluation just so they know how their doing. If it isn't good SEL goes to the teachers and talk to them.
92. This type of learning should be enforced in by CPS and curriculum officials like Math and Reading.
93. This style of learning has to start early as possible in elementary years.
94. The people in charge of teaching this must be extremely careful not to create mindless zombies that think and feel the same way.

Communication

95. When students have problems in school but can't find a way to tell their teacher, counselor or the administration because they don't know how to go about it they can write it in a piece of paper and leave it in a special mailbox or in the person's desk.
96. At the beginning of the year teachers give students "get to know me" surveys.
97. During freshman orientation teachers and students get together in their future classroom and play the fishbowl game. The conversations and questions are going to be based on personal questions. There will also be times when the teacher is going to be inside the fishbowl so that the students can get to know the teacher too.
98. Students should be presented ways to approach peers and teachers with issues or concerns without being disrespectful (ex. workshops or an intro to the school year)
99. Teachers and students should be willing to help each other with any problems as long as there is a good borderline of respect and understanding.
100. Teachers can create an activities pertaining to "good communication" within the classroom and with school administration so students can see how they will be treated with the proper way of communication with one another.
101. I would recommend that students and also teachers stop and think about certain thing they say before they say it.
102. If students and teachers communicate better they could probably understand each other so I would recommend being good listeners to each other's problems.
103. I would recommend that students pay more attention to what teachers have to say because not all teachers just teach as far as text books some actually can help you better yourself in life.
104. There isn't enough communication going on in classes. So teachers should want to talk to their students about grades.
105. Teachers don't let the students know that what they are doing is good and that what they doing does count.
106. There should be parent/teacher/student conferences just to see how the student is doing and to let the parents fill in.
107. The entire administration should be labeled for what they are in charge of because students often don't know who to address for certain things.
108. Any decisions that affect the school the students should be informed and told what is happening.
109. Principals should have regular conversations with students.
110. There should be a mandatory meeting for all students, parents and school administration. At the meeting students should discuss any concerns and parents and teachers as well. The meeting should be set for every month.

Conclusion

We expect that teachers, CPS administration and students look over our recommendations and implement them into their schools. Considering the various possibilities of improving student-teacher relationships, we the students have learned to be more serious, open minded, considerate and helpful to create a healthy classroom environment. We live in a generation where students are able to speak for themselves and have great ideas. We are young, but we are going to prove that YOUTH have a voice and can make a difference.

Acknowledgements

The Mikva Challenge Education Council would like to thank the following individuals and organizations for their time, suggestions, and support in this project:

Veronica Anderson

Catalyst-Chicago

Ian Needham

Chicago Public Schools

Karen Calloway

Kenwood Academy

Stan Westbrook

Curie Metropolitan High School

Karen Dillon

Anti-Defamation League

Karen Williams

Anti-Defamation League

Scott Engstrom

Curie Metropolitan High School

Ms. Williams

Prosser Career Academy Local School Council

Carrie Kelso

Morgan Park High School

Carol Wozniwski

Illinois Children's Mental Health Partnership

Karen Lewis

King College Prep

Staff from 826 Chicago

Martin Moe

Chicago Public Schools

Students from the Mikva Challenge Youth Safety Council

Education Council Summer '08 Fellows

Damani Bolden

Lindblom Math and Science Academy

Walter Brown

Urban Prep Academy

Diana Carreño

Clemente Community Academy

Brianda Cisneros

Gage Park High School

Brittaney Collins

Little Village-Lawndale Campus – Infinity Math,
Science and Technology High School

Sharay Greer

T.E.A.M. Englewood High School

Khiry Johnson

Prosser Career Academy

Jessica Ortega

Little Village-Lawndale Campus – Social Justice
High School

Janelle Perez

Jones College Prep

Jessica Romero

Steinmetz Academic Centre

Mario Waters

Prosser Career Academy

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