



***Student Voice:
The Instrument of
Change***

*by Michael J. Corso
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Student Voice: The Instrument of Change
CESA #4 Book Study for Leaders

CESA #4 is offering this book study for individuals interested in giving students voice in order to impact engagement and classroom practice. This book study is intended to model the Readers Café process for school leaders (teachers and/or administrators) using Quaglia's book, "Student Voice", so that they can replicate the book study with their own school or district staff. The timeline has been modified from the original Pacing Guide for this book to accommodate a shorter time frame that will allow completion before the next WOW session (April, 2018).

Anyone is welcome and encouraged to join this "Train the Trainer" Book Study. Participants are expected to order their own copy of the book prior to the first session, using the discount Order Form available on the WOW website. Participants should also set up local dates to conduct a local face-to-face book study and begin recruiting participants and ordering books. The series will consist of six online sessions, approximately 45 minutes in length, using the Zoom platform. Registered participants will be sent a link the day before the first session.

- Cost to participate in the entire series: no charge for Project 250 members (Alma, Bangor, Cashton, GET, Holmen, Onalaska, Sparta, Tomah)
- \$25 per person for all others.
- **To register, please [CLICK HERE!](#)**

If you have questions, please contact Billie Finco at bfinco@cesa4.org, Sherri Torkelson at storkelson@cesa4.org, or Laura Veglahn at lveglahn@cesa4.org.

CESA #4 Book Study Plan:

Month	Task(s)
Prior to Nov. 7	<ul style="list-style-type: none">• Order your book using the Order Form with Discount linked in this flyer
November 7 4:00 p.m. Online Zoom	<ul style="list-style-type: none">• Introductory meeting• Review journaling process (Individual Journal, Group Journal, or both) <p>Assignment for next session:</p> <ul style="list-style-type: none">• Read Introduction, Chapter 1 <i>Student Aspiration</i>, and Chapter 2 <i>Aspiration Framework</i> (27 pages)• Complete independent and group journal entries

December 5 4:00 p.m. Online Zoom	<ul style="list-style-type: none"> • Group Meeting / discussion Assignment: <ul style="list-style-type: none"> • Read: Chapter 3 <i>Reality is Not the Enemy</i> and Chapter 4 <i>Students Speak (Self-Worth)</i> (45 pages) • Complete independent and group journal entries
January 9 4:00 p.m. Online Zoom	<ul style="list-style-type: none"> • Group Meeting / discussion Assignment: <ul style="list-style-type: none"> • Read: Chapter 5 <i>Students Speak (Engagement)</i>, and Chapter 6 <i>Students Speak (Purpose)</i> (62 pages) • Complete independent and group journal entries
February 6 4:00 p.m. Online Zoom	<ul style="list-style-type: none"> • Group Meeting/discussion Assignment: <ul style="list-style-type: none"> • Read: Chapter 7 <i>Students as Co-Leaders</i> and Chapter 8 <i>Context of Leadership</i> (23 pages) • Complete independent and group journal entries
March 6 4:00 p.m. Online Zoom	<ul style="list-style-type: none"> • Group Meeting/discussion Assignment: <ul style="list-style-type: none"> • Read: Chapter 9 <i>From Student Voice to Our Choice</i> (8 pages) • Complete independent and group journal entries
April 10 4:00 p.m. Online Zoom	<ul style="list-style-type: none"> • Final Group Meeting / discussion • Complete Book Study Feedback Form • Participate in LIVE webinar with Russ Quaglia*** (date/time to be announced)

○*****Bonus opportunity: live wrap-up webinar with Russ Quaglia**
(date/time to be announced)