In an article I read by Dr. Jo Boaler of Stanford University, she references an article by Kris Gutierrez that talks about the use of “third space” by teachers who are successful in supporting broad participation across a range of students. “A ‘third space’ can be created when a teacher takes up a student’s proposal or idea that, at least on the surface, might not seem to have a connection to the academic concepts or topics at hand. The creation of a ‘third space’ allows students to influence the agenda and course of lessons, and allows the teacher to build upon students’ prior experiences creating a classroom culture that supports a wider range of participation practices.” (Gutierrez, Larson, & Kreuter, 1995) Rebecca Tatischeff takes this idea and runs with it when one of her students asks why they sit in her class the way they do. She asks the student, “Do you want to rearrange the tables in a way that makes sense to you?” (Tatischeff) As a result of taking this proposal, the students were empowered to rearrange the tables in the classroom in a way that was meaningful to them. As evident by her student reactions, the process of addressing this student’s question and taking it seriously elevated the culture of the class and made the students feel relevant. All of this adds to the overall state of being of the classroom and helps create a positive environment that encourages students to engage in lessons, not be afraid of asking questions, and understand that their opinions and ideas are valued.