

Student Voice and Engagement is  
Student-Centered Learning and Decision-making

## **Guidance and Resource for Building Stronger Student-Adult Partnerships**

## What is Student Voice? Why does it matter?

Chicago Public Schools defines **STUDENT VOICE** as:

The valuing and prioritizing of youth values, beliefs, perspectives, participation and influence in all aspects of schooling.

Student voice is core to classroom, schoolwide, district, & community improvement & decision-making.

**Schools** are the first civic institutions students experience as community members, therefore it is important that schools and classrooms build **democratic systems and structures that cultivate a shared purpose and build bonds of trust**. When we commit to community and to each other, our actions show that we **value all voices** by making room for civil discourse and **inclusive decision-making** for the common good. As a result, our decisions and actions are stronger when informed by multiple perspectives, and more likely to meet the needs of those that need the most support.

### What the Research Says...

Multiple rigorous, longitudinal studies in CPS and beyond have found that student voice:

- promotes the civic capacities, commitments, and forms of engagement listed in the outcome measures.
- adult responsiveness to students voice (beyond symbolic) leads to:
  - A positive sense of belonging
  - Connection to peers
  - Trust in institutions, and eventually, healthier engagement in the broader society and its democratic system
  - better attendance and reduced rates of chronic absenteeism.
  - in schools students judge to be responsive to their expressed concerns, students have better grades.

# Schools are better when student voice is at the center

## Contents and Purpose:

Page	Topic or Resource	Purpose/Use
1	<a href="#">What is Student Voice? Why does it matter?</a>	Defines “student voice,” highlights key research, connects to CPS Equity Framework, explains the building blocks of student voice
3	<a href="#">GUIDANCE: Frameworks For Student Voice Infrastructure</a>	
4	<a href="#">Quick Start Guide</a>	Use this page as a place to start using the guide and planning your student voice strategy
5	<a href="#">Centering Student Voice</a>	
6	<a href="#">Student Voice &amp; Engagement in Schools Spectrum</a>	WHAT student voice and engagement looks like in schools.
7	Spectrum in Practice: <a href="#">Tools and Resources to Support Student Voice in School Decision-Making</a>	HOW to build student voice opportunities in schools. Provides ideas, strategies and tools aligned for schools to use aligned to the student voice spectrum.
	<a href="#">Hart’s Ladder of Youth Participation</a> and <a href="#">Hart’s Ladder in a School or Classroom Context</a>	HOW WELL are you doing this difficult work? Use Hart’s ladder to understand the varying degrees of student voice.
	<a href="#">Self-Assessment Matrix: Hart’s Ladder</a>	Self-assessment tool for the quality of student voice in schools and classrooms.
	<a href="#">Additional Resources: Student Voice and Student-Centered Learning Environments</a>	More strategies and tools to use

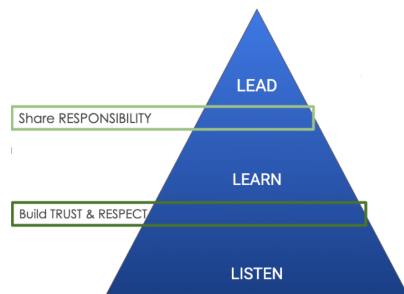
## GUIDANCE: Frameworks For Student Voice Infrastructure

The following guidance was designed and driven by a vision for student voices and perspectives to be elevated as valued members of the school community. We aim to support schools in their efforts to build inclusive partnerships and include students as part of their school visioning and decision-making infrastructure.

The guide uses research-based tools that have also been tested with youth and adults, in classrooms and schools in Chicago and across the country. The toolkit is designed to be interactive and we encourage you to leverage the resources and strategies aligned to the needs of your school community.

The range of youth participation and leadership is dynamic and nonlinear, and can exist in multiple dimensions within individual communities. The following frameworks are introduced and expanded in this toolkit, and serve to support reflection, action planning, and continuous improvement:

### Student Voice Foundation



**What is required for sustainable, impactful student voice?**

### Student Voice & Engagement in Schools Spectrum



**What are the opportunities for student voice?**

### Hart's Ladder



**How responsive are adults to student voice?**

As we continue to build this work, we hope you will [share any strategies or resources](#) you have found helpful so we can include it for all to use.

## Quick Start Guide:

Do you value partnerships with students in your building, and include their voices and perspectives in reflection, school quality assessment, and decision-making?



### Not sure yet

A culture of student voice and empowerment in schools is shown to improve attendance, attainment, engagement in learning, and investment in the school community.

1. Start [here](#)
2. The move to "[EXPRESSION](#)," choose a strategy, and start listening.
3. Read this research by Toshalis and Nakkula, [Motivation, Engagement, And Student Voice](#).

### YES - GREAT!

Do you have an established student leadership infrastructure?

For example, do you have a [Student Voice Committee](#), Student Government, or other type of Student leadership group? Do you have systems established in which you are listening to student voices? e.g. school climate survey, focus groups, student congress or senate, etc?

How well are you and your team doing? How do you assess the quality of student voice?

1. Start with an assessment of your practice using [Hart's Ladder](#) of student voice. Consider using our [Youth Voice Assessment Matrix](#) as well.
2. Depending on your assessment, you might want to start with ideas in "[Participation](#)" while you work on your team's capacity to move up the ladder. If your assessment generally falls in the middle or higher rungs of the ladder, you might try strategies in "[Partnership](#)," and "[Leadership](#)."



### YES?

Wonderful! You are prioritizing student voices and doing the hard work as an adult to make spaces for youth in school!

### NO?

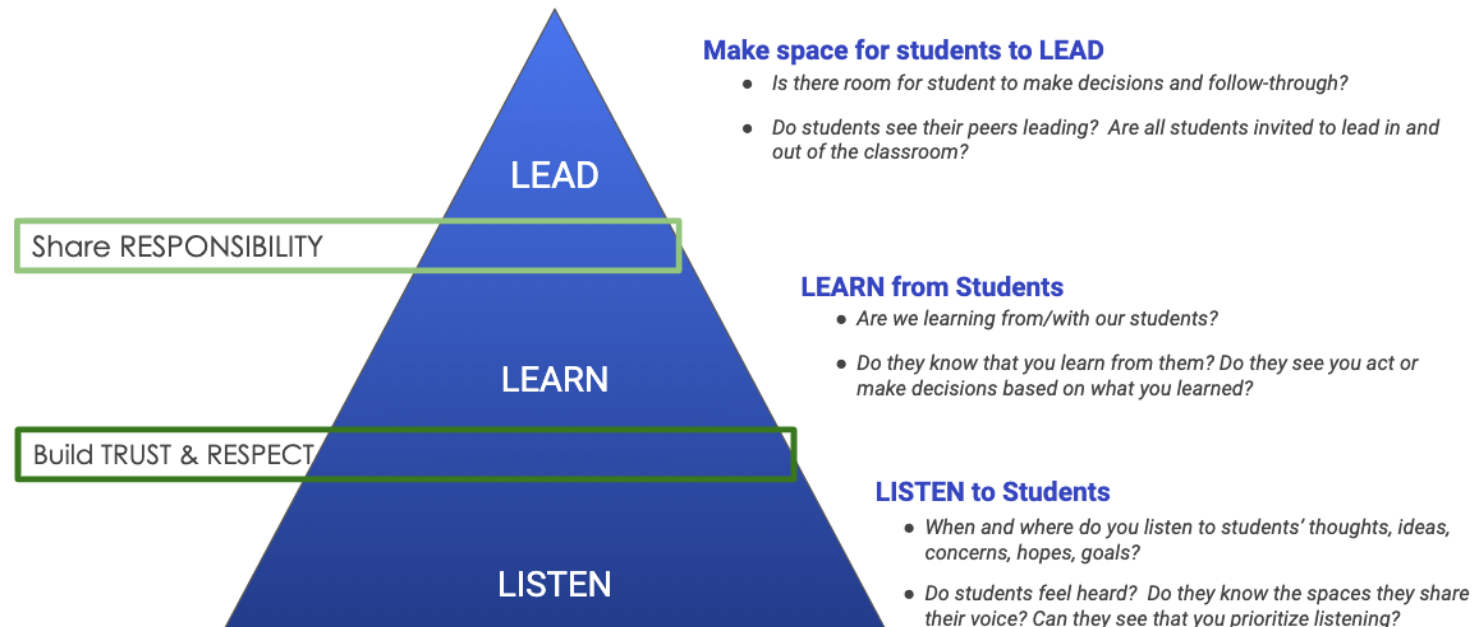
*Student voice and leadership must first start with adults listening with intention, and ensuring students know adults are listening and they feel heard.*

Start with the strategies outlined in "[EXPRESSION](#)" or "[CONSULTATION](#)"

## Centering Student Voice

The [CPS Equity Framework](#) calls us to center student voices in order to achieve equity. The CPS Student Voice 360 guidance is designed with this in mind: student voice is at the heart of **Inclusive Partnerships**, **Liberatory Thinking** requires us to face and address adultism and biases while sharing power with youth, and in order to achieve **Fair Policies and Systems** student voices and perspectives must be at the table.

While there are many ways to cultivate a school culture that values students as collaborative community members and decision-makers, first and foremost **we begin with listening to students' perspectives, values, and beliefs**. It is through listening that we develop trusting and respectful relationships upon which a strong student voice infrastructure can be built.



Adapted from *Student Voice, The Instrument of Change*; Quaglia 2014

**CONNECTION** The base of this triangle is critical to youth participation. In [Hart's Ladder](#), "Listen" is introduced at the fourth rung, where students are assigned advisory roles in decision making. The questions above can help your school community understand where you need to build or continue developing relationships to lay the foundation for student voice.

# Student Voice & Engagement in Schools Spectrum

[It is clear](#) that students are drawn to places where voice is encouraged and agency is granted. This infographic visually defines student voice on a sliding scale. Student voice is a broad term describing a range of activities that can occur in classrooms and school wide activities. Whereas traditional schooling seeks to change the student in some way, either through learning, shifting perspectives, or altering behaviors, student voice activities **position students as the agents of change**.

As you move across the figure from left to right, students' roles, responsibilities, and decision-making authority grows. On the left side, student voice activity is limited to youth voice through communication or data; on the right, students may be directing collective actions of both peers and adults. Activities in the middle areas blend these orientations. In the graphic below, Toshalis and Nakkula explain that through student-voice-oriented activities, students can **move from data sources to leaders of change**.



Expression	Consultation	Participation	Partnership	Leadership
Volunteering opinions, creating art, celebrating, complaining, praising, objecting	Being asked for their opinion, providing feedback, serving on a focus group, completing a survey	Attending meetings or events in which decisions are made, frequent inclusion when issues are framed and actions planned	Formalized role in decision making, standard operations require student involvement. Adults are trained in how to work collaboratively with youth partners.	(Co)-planning, making decisions and accepting responsibility for outcomes, (co)-guiding group processes, student led activities, student led research
Students articulating their perspectives Students as sources of data  <i>Most student voice activity in schools resides at this end of the spectrum</i>		Students directing collective activities Students as leaders of change  <i>The need for adults to share authority, demonstrate trust, protect against co-optation, learn from students, and work through disagreement increases from left to right.</i>		

Toshalis and Nakkula, [Motivation, Engagement, And Student Voice](#), April 2012

## Tools and Resources to Support Student Voice in Decision-Making

### Spectrum Level: **EXPRESSION**

Listening is the first step in building a student-centered culture. If students feel adults are listening to them, then they are more able to take leadership and adults build the capacity to create space for student-adult partnerships.

If you are just starting to build student voice in your school or CIWP process, systems and processes that promote listening to student expression are foundational.

Considerations	Strategy, Tool, or Resource	Tensions / Potential Challenges
<p>In any school, whether or not the adults in the building are listening, students are consistently volunteering opinions, communicating ideas, celebrating, complaining, praising, or objecting.</p> <p>In a school culture that welcomes student voices, this expression might be public. Otherwise, this expression might come in the form of disagreement or categorized as misbehavior - or the speech is perhaps kept as private exchanges amongst peers or with trusted adults in the building.</p>	<p>Reflect on the ways in which teams use/consider student voice in the day-to-day.</p> <ul style="list-style-type: none"> <li>● Do teachers discuss what they hear students say together?</li> <li>● Do your hallways show that student voice and perspective is valued and encouraged?</li> <li>● Does the admin inquire about students' sharing?</li> <li>● Are there mechanisms that exist that tell students you value their voice and opinion?</li> <li>● Does your LSC make room for student voice thoughtfully? Do students present and attend LSC meetings regularly?</li> </ul> <p>Conduct a schoolwide "<a href="#">Chalk Talk</a>" - set the categories as root causes - ask(?) students what they think the data says, and why they think it is this way/</p> <p>Use the "<a href="#">artifact protocol</a>" with your team - but focus the artifact as one that exemplifies student voice in their eyes. Use this practice to gauge where you are as a staff on what qualifies as student voice, and how it is used to inform instruction</p> <p>A "<a href="#">Day in the Life</a>" protocol can be a helpful staff activity to get a snapshot of what it feels like to be a student over the course of a school day in your building. Couple this protocol by asking some students about their day, and the kinds of learning they experience.</p>	<p>All parts of the spectrum are valuable to student voice. More than a "starting point," expression is a healthy component of student voice in your school community when approaches used are intentional and inclusive.</p> <p>Continuously working toward the quality of expression will promote authentic student expression.</p> <p>TRY: Use <a href="#">Hart's Ladder</a> to assess the participation level of expression in your community.</p>



## Spectrum Level: **CONSULTATION**

Student-perception data like the My School My Voice 5 Essentials Survey are an important tool for schools to throughout continuous improvement. Start with the 5 E's data, then develop your own surveys to dig deeper in spaces that you might want to prioritize.

<p style="text-align: center;"><b>Considerations for Adult Leaders</b></p>	<p style="text-align: center;"><b>Strategy, Tool, or Resource</b></p>	<p style="text-align: center;"><b>Tensions / Potential Challenges</b></p>
<p>In “consultation”, we intentionally gather and review data from student voices. This data might include surveys designed to solicit feedback about the school of classroom instruction,</p> <p>If implementing a survey, all students should be surveyed - and in order to ensure reliability and that students are earnest in their answers, clearly communicate how the survey will be used, and share the results with the school.</p> <p>If conducting focus groups, make sure the students included are representative of your student population, and the diversity of their lived experiences in your building and outside.</p>	<p>1. The 5 Essential’s Survey is student-perception data and a good place to start.</p> <p>The department of Social Science and Civic Engagement develops an individualized report for every board-managed CPS school on the <i>Student Voice and Civic Life</i> items on the 5E’s. You can see <a href="#">a sample report here</a>, and it includes discussion and reflection questions for your team to use in CIWP planning.</p> <p>To get your report, contact <a href="mailto:icinar1@cps.edu">icinar1@cps.edu</a> from the Department of Social Science and Civic Engagement, or your Network Chief.</p> <p>Resources to support:</p> <ul style="list-style-type: none"> <li>● Student Version - <a href="#">School Climate Self-Assessment</a></li> <li>● Copilot-Elevate <a href="#">Formative Classroom Survey</a></li> <li>● Guidance <a href="#">to develop</a> and implement a survey</li> <li>● Guidance in developing and implementing <a href="#">Focus Groups</a> or <a href="#">Interviews</a></li> <li>● Start a student-voice <a href="#">data wall</a></li> <li>● Grant Wiggins <a href="#">developed a survey</a> that would be a good place to start if you are new to this process.</li> <li>● <a href="#">Edutopia article</a> on using student survey data to improve instruction.</li> </ul>	<p>Information received during consultation may not be immediately actionable, or may require additional steps to achieve the desired outcome.</p> <p>Clear communication around actions and decisions stemming from “consultation” is important to cultivating trust.</p>

## Spectrum Level: PARTICIPATION

Inclusive partnerships and Liberatory Thinking call us to be mindful of how and where we engage the greater school community in decision-making. Stakeholders will be more invested in and take ownership of the school community when there are clear pathways to inform decision-making.

Considerations for Adult Leaders	Strategy, Tool, or Resource	Tensions / Potential Challenges
<p>Every school can make space to share information and gather feedback from students on decisions that impact them.</p> <p>Often schools communicate policies or changes in process to students after decisions are already made, leaving students feeling like recipients rather than participants. Making space to communicate during the decision-making process more inclusive and promotes student investment, agency, and ownership - <b>especially if they feel heard and the final decision rationale is communicated clearly.</b></p>	<p>1. Host a student town hall forum . A town hall forum is a great place for Admin and the CIWP Team to hear from students, teachers, and parents on what they think should be prioritized and why - using data as evidence for their suggestions.</p> <p><i>Some resources:</i> <a href="#">4 Easy Steps to a Town Hall Meeting</a>; or more detailed, <a href="#">The Town Hall Meeting: Imagining a Self through Public-Sphere Pedagogy</a></p> <p>2. Or, share findings and draft-plans from the CIWP team, and get feedback from students either in a whole-community meeting or through classes or advisory. Include students in action development by soliciting ideas and feedback.</p> <ul style="list-style-type: none"> <li>- <a href="#">Practicing Feedback with Youth</a></li> </ul> <p>add relationship building skills + SEL connection</p>	<p>TENSION: Some decisions may feel less flexible than others, particularly where standards or compliance are at play.</p> <p>TRY: Communicate why some decisions are not flexible. Share who/what group has decision making power. Student knowledge of systems and structures of decision-making is an important learning outcome of this work.</p> <p>Identify areas where students CAN meaningfully participate in decision making. Use this <a href="#">calendar</a> to identify one focus area.</p>

## Spectrum Level: **PARTNERSHIP**

**Focus or Rationale:** Including student voices on adult decision-making teams is not only a good way to build your team’s capacity to facilitate inclusive partnerships, the student voices present will provide a powerful lens to ensure your decisions and actions are stronger because they are informed by those most impacted.

<p style="text-align: center;"><b>Considerations for Adult Leaders</b></p>	<p style="text-align: center;"><b>Strategy, Tool, or Resource</b></p>	<p style="text-align: center;"><b>Tensions / Potential Challenges</b></p>
<p>Formalizing a role in decision making, or standardizing operations to require student involvement is a powerful commitment to long-term development of inclusive partnerships in your school.</p> <p>We encourage you to <b>include a diverse selection of students</b> for these roles. Often student-leadership roles are considered “selective” and only open to those with high grades or strong attendance. <b>Non-traditional student-leaders</b> are often more important in these spaces.</p> <p>Adults are trained in how to work collaboratively with youth partners.</p>	<p>1. Include student(s) or your SVC as <b>members of the CIWP Team</b>. Involve them in team meetings and provide a voice for them in the process and final decision-making.</p> <p>2. Together, review your school’s Student Voice and Civic Life 5E’s Data. Here is a sample report - contact <a href="mailto:ekornfeld@cps.edu">ekornfeld@cps.edu</a> or your network chief for your school’s report</p> <p>Some tools to support youth-adult partnership on the CIWP Team:</p> <ul style="list-style-type: none"> <li>• <a href="#">Tuning Protocol with Youth: Students Giving Warm and Cool Feedback</a></li> <li>• <a href="#">Looking at data with students</a></li> <li>• <a href="#">Consultancy Protocol: Presenting a Dilemma</a></li> </ul>	<p>TENSION: Maintaining an inclusive partnership with students is important for distributing leadership. Student and adult capacity may be stretched across multiple priorities.</p> <p>TRY: Starting small, and leveraging existing groups. Inviting members of your student voice committee or other student groups to feedback meetings is a great place to start. Just be sure to communicate to them what decisions you made and why, otherwise they might feel tokenized.</p> <p>If you have an established SVC, consider inviting them to the process. Or, have uniquely designed groups for specific purposes, such as departments forming their own student voice committees for their content area.</p>

## Spectrum Level: **LEADERSHIP**

When we seek out student voice, it is most effective to ensure multiple voices are included, and the community knows this process is happening, but being utilized for decision-making. Making space for student perspective and ideas for inclusion and to ensure accuracy.

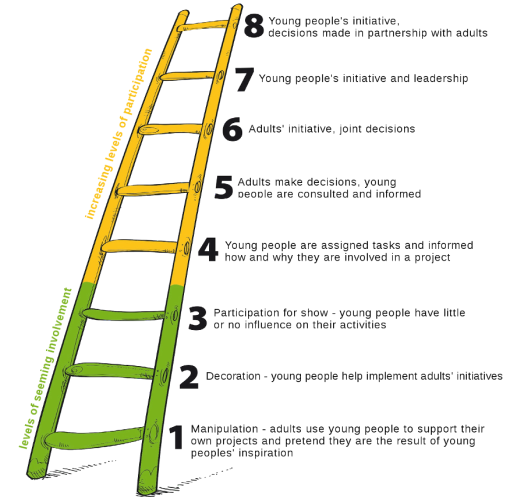
Bringing student leadership to one or more priorities will enrich and deepen the plan, & promote shared ownership and accountability. Public forums for students to convene, with adult stakeholders, to discuss shared values and vision for the school community are incredibly powerful and have lasting impacts - if outcomes are implemented and communicated broadly.

Considerations for Adult Leaders	Strategy, Tool, or Resource	Tensions/Potential Challenges
<p>It takes time and commitment to see student leadership consistently in a school.</p> <p>Groups that are dedicated to this purpose such as <i>Student Voice Committees</i> are ideal because while the ultimate goal is to have students drive the work themselves, a trained adult partner is important for student support.</p> <p>*Important to note that transparency is key. It is critical the students work to <b>hear from all students in the building</b> - and adults make a point to communicate process &amp; decision rationale to the rest of the student body.</p>	<p>For school improvement, student groups lead focus groups and surveys to cultivate student perspectives on school health and quality. Student Leaders present findings and possible actions with the student body and staff.</p> <p>Students lead their own assessment &amp; scoring of SEF categories - check scores against those of CIWP Team, admin, &amp; teachers.</p> <p>SVC's can be trained and supported in leading CIWP assessment. Contact Emma Kornfeld Knapp for more info <a href="mailto:Ekornfeld@cps.edu">Ekornfeld@cps.edu</a></p> <p>Appoint student leaders or SVC to one of the SEF categories or priorities to conduct root cause analysis, poll students or conduct focus groups, develop an action-plan to propose to the CIWP team.</p> <p>Students own the implementation and progress monitor over time, regularly meeting with and reporting to CIWP Team or admin</p> <p><a href="#">Community conversations</a> or <a href="#">Student Town Hall</a></p>	<p>TENSION: There is no "arrival" when it comes to student voice and youth participation. Understanding the dynamic nature of the spectrum is important to avoid "auto-pilot."</p> <p>Leadership requires continuous reflection and interrogation of beliefs and actions. Having a <a href="#">clear plan</a> for how to approach important moments throughout the school year will support working through this tension.</p> <p>If you have a SVC, this is a great way to deepen that partnership and expand their leadership.</p> <p>In addition, being honest with students about where you are, and what your learning journey in inclusive partnerships is or has been will help build trust and collaboration.</p>

## Quality of Student Voice: Hart's Ladder of Youth Participation

Hart's Ladder (the Ladder) serves as an **assessment, reflection and aspirational tool** to assist schools in their efforts to strengthen student-adult partnerships. The ladder rung on which schools, classrooms, groups, or activities lie will depend on a variety of factors, e.g topic, time, experience of students and adults in shared decision-making, etc. **As we move up the ladder, our capacity for meaningful youth-adult partnerships grows.**

The descriptions and reflection questions below can be used to assist your team in completing the [Self-Assessment Matrix](#). As you reflect on youth participation in the classroom and school community contexts, consider the following:



Quality of Participation		
Participatory	8	Youth-led initiative, decisions made in partnership with adults
	7	Youth-led, Youth-directed, Youth-centered decision making
Advisory	6	Adult decisions, shared with students. Joint decisions.
	5	Adult decisions, informed by youth voices & perspectives.
	4	Adult decisions - youth assigned & informed how/why they are involved
Non-Participatory	3	Tokenism: participation for show - youth have little or no influence on activities or decisions
	2	Decoration: young people help implement adults' initiatives
	1	Manipulation - youth support adult initiatives framed as a result of youth inspiration, but they are not



Symbolic

Degrees of Participation	Reflection Questions	
<p>8) <b>Young people-initiated, shared decisions with adults.</b> This happens when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults. <i>This rung of the ladder can be embodied by <b>youth/adult partnerships</b>.</i></p>	<ul style="list-style-type: none"> <li>● In what areas of your school community are students already initiating projects and decisions?</li> <li>● How can your school community use what you've learned in those areas to create more spaces for youth participation?</li> <li>● What tensions have arisen in the process of moving toward shared decision making?</li> <li>● How does your school community process and come to consensus around these tensions?</li> </ul>	
<p>7) <b>Young people-initiated and directed.</b> This step is when young people initiate and direct a project or program. Adults are involved only in a supportive role. <i>This rung of the ladder can be embodied by <b>youth-led activism or informed-action projects</b>.</i></p>		
<p>6) <b>Adult-initiated, shared decisions with young people.</b> Occurs when projects or programs are initiated by adults but the decision-making is shared with the young people. <i>This rung of the ladder can be embodied by <b>youth participatory action research</b>.</i></p>		
<p>5) <b>Consulted and informed.</b> Happens when young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults. <i>This rung of the ladder can be embodied by <b>youth advisory councils</b>.</i></p>	<ul style="list-style-type: none"> <li>● What opportunities exist right now where student voice can be shifted from advisory to participatory?</li> <li>● What examples of youth participation currently exist in your school community?</li> <li>● How do students feel in those spaces? How do you know?</li> <li>● Think about a time you've participated on a committee or advisory group. What made that experience meaningful for you?</li> </ul>	
<p>4) <b>Assigned but informed.</b> This is where young people are assigned a specific role and informed about how and why they are being involved. <i>This rung of the ladder can be embodied by youth on <b>ILT's or other boards</b>.</i></p>		
<p><b>PAUSE:</b> When we consider the Triangle of Student Voice, the foundation of "Listening" begins with the 4th rung of Hart's Ladder. Rungs 1-3 reflect an absence of student voice.</p>		
<p>3) <b>Tokenism.</b> When young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate. <i>This rung of the ladder reflects <b>adulthood</b>.</i></p>		
<p>2) <b>Decoration.</b> Happens when young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people. <i>This rung of the ladder reflects <b>adulthood</b>.</i></p>	<ul style="list-style-type: none"> <li>● What barriers are currently preventing student voice and engagement in your school community?</li> <li>● What beliefs do you hold about the value of student voice? How are these beliefs showing up in your school community?</li> <li>● What impact do these practices have on students?</li> <li>● What impact do these practices have on students' school experience?</li> <li>● What impact might these practices have on relationships with students?</li> <li>● What opportunities exist right now for student voice to shift from non-participatory to advisory?</li> </ul>	
<p>1) <b>Manipulation.</b> Happens where adults use young people to support causes and pretend that the causes are inspired by young people. <i>This rung of the ladder reflects <b>adulthood</b>.</i></p>		
<p>0) <b>No Student Voice.</b></p>		

## Hart's Ladder of Youth Engagement in a School or Classroom Context

		Quality of Participation	Participation in school or classroom evaluation	Participation in school or classroom decisions
Participatory	8	Youth-led initiative, decisions made in partnership with adults	Students lead evaluation & research into classroom or school needs from beginning to end. Share findings with adults.	Young people initiative new classes, lessons, projects, or policies. Adults are involved in a supportive role.  Decisions and follow-through youth-led but done in partnership with adults
	7	Youth-led, Youth-directed, Youth-centered decision making		
Advisory	6	Adult decisions, shared with students. Joint decisions.	Students evaluate data with adults.  Students/adults review outcomes together, identify needs and solutions together.  Adults develop evaluation /assessment tools with student input	Students have leadership groups in the school such as an SVC that propose solutions to school issues.  Decisions made by adults include students perspective - students are informed about how their input will be used, and are informed of the outcomes  Students give advice on lessons and content quality, classroom rules, instructional decisions
	5	Adult decisions, informed by youth voices & perspectives.		
	4	Adult decisions - youth assigned & informed how/why they are involved		
Non-Participatory	3	Tokenism: participation for show - youth have little or no influence on activities or decisions	Students are asked for their perspective. They are surveyed or polled. But their opinions or ideas are ignored.	Causes or priorities are determined by adults, and adults make all the decisions.  Student representatives are asked to take part in an event or have a role on a committee, council, or advisory board - but, they are not given decision-making role.  Students are included, but lack support in sharing their perspective and ideas, or those of other students they represent.  Students are asked to take part in an event.
	2	Decoration: young people help implement adults' initiatives		
	1	Manipulation - youth support adult initiatives framed as a result of youth inspiration, but they are not		

\* adapted from resources by Youth at the Center Hub and Adam Fletcher

**Self-Assessment Matrix: Hart’s Ladder of Youth Engagement** Youth participation is a process - a way of being in community with students in a school environment. Use this matrix to assess your classroom/school’s readiness for youth participation. For each context, mark the box of the correlating ladder step that is most consistent at your school. Score individually or as a team to promote discourse and goal setting as you continually work to strengthen student voice in your school. (Find detailed information and examples for each of the ladder steps on the previous page.)

Hart’s Ladder Indicators	Classroom Instruction				School Improvement				
	Setting classroom goals or rules	Formative Assessment	<a href="#">Progress Reporting</a>	Develop or identify classroom projects, units, books etc.	<a href="#">Classroom Walkthroughs</a>	<a href="#">CIWP</a>	<a href="#">Budgeting</a>	<a href="#">Hiring</a>	<a href="#">Attendance &amp; Discipline</a>
8. Youth initiated, shared decisions w/ adults									
7. Youth initiated and directed									
6 Adult-initiated, shared decisions w/ youth									
5. Consulted and informed									
4. Assigned but informed									
3. Tokenism									
2. Decoration									
1. Manipulation									
0. No Student Voice									



**Student Voice in Schools Additional Resources:**

CPS Guidance and Resources	
<a href="#">SV Measurement &amp; Evaluation Throughout the SY</a>	How and when student voice can be integrated during several important moments or processes across the school year.
Outside Resources	
Toshalis and Nakkula, Motivation, Engagement, And Student Voice, April 2012 <ul style="list-style-type: none"> <li>• <a href="#">Motivation, Engagement, and Student Voice Toolkit</a>, April 2012.</li> </ul>	Resources and strategies to deepen student voice and inclusive partnerships in schools.
<a href="#">Student Agency Resource Bundle</a> from Students at the Center Hub	
<a href="#">Student-Centered Learning Schoolwide</a> : Collaborative group work, Student choice, Inquiry-based activities, Authentic tasks	Video demonstrating student-centered learning in action
UC Berkeley's <a href="#">Youth Participatory Action Research</a> Tools	Includes curriculum, tools, and resources for youth participation, along with exemplars
Erwin, Jonathan C., <i>Classroom of Choice</i> , Chapter 4 <a href="#">Power in the Classroom: Creating the Environment</a>	Strategies for distributing leadership in the classroom
<a href="#">WSCC Model</a>	Framework for improving students' learning and health in our nation's schools

