





















As the school continues its implementation journey, use this self-assessment tool to guide your next steps.

● Way of Being ● Consistent ● Sporadic ● Not Evident

Teachers				
1. Teachers use voice strategies in their classroom practices.	●	●	●	●
2. Teachers discuss the importance of voice in meetings with students and parents.	●	●	●	●
3. Teachers assume leadership roles related to student voice.	●	●	●	●
4. Support staff and educational aides understand how to support student voice in their context.	●	●	●	●
5. Teachers support student voice for all students, ensuring inclusivity.	●	●	●	●
Organization				
1. Time is available for learning, planning and implementing voice initiatives.	●	●	●	●
2. Our voice action plans connect to our school's vision/mission and goals.	●	●	●	●
3. Our communication system is effective and efficient.	●	●	●	●
4. The school budget and resources reflect the importance of voice.	●	●	●	●
5. Understanding and supporting student voice informs decisions for new hires.	●	●	●	●
Leadership				
1. We have a plan for ongoing evaluation of the implementation journey.	●	●	●	●
2. We collect evidence to show the impact of our voice actions.	●	●	●	●
3. We have a plan to expand the full involvement of students and staff.	●	●	●	●
4. We have a plan to support and foster teacher voice.	●	●	●	●
5. We share our successes beyond our school building.	●	●	●	●

**Implementation Progress
Self-Assessment**

Students				
1. Students understand the definition and importance of student voice.				
2. Students partner with adults in the classroom and on school-wide initiatives.				
3. Students actively support student voice for their peers.				
4. Students are provided guidance and time to reflect on the potential of their voices.				
5. Students have regular opportunities to practice voice skills.				
QUESTIONS FOR DISCUSSION				
<ul style="list-style-type: none"> • What specific voice strategies do we see teachers using on a regular basis? • How do we know the status of teacher voice? • How can we better support teachers in the classroom? • What specific learning opportunities do support staff/educational aides have to understand student voice? • How do new staff learn the history of our student voice journey? • How are we intentionally supporting and fostering the voices of students with disabilities? • What additional resources are needed to support student voice? • How is student voice part of teacher and school improvement plans? • What current practices, policies or procedures are roadblocks for student voice? • What written documents need to be updated to reflect the importance of student voice? • How is our school locally, regionally, and nationally sharing our student voice successes and challenges? • How do parents learn about and understand student voice? • How are students involved as part of the student voice leadership team? 				