

After reviewing the [Voice Systems](#) document, identify specific evidence of student voice in the following areas.

1. *Teachers and students self-assess their understanding of voice. Think about it: What **evidence** does our school have that all students and staff understand the meaning of student voice?*

Provide evidence:

- How does our school inform new students and staff about the importance of voice?
- How does our school hold teachers and students responsible for the development of student voice? In other words, how is student voice an expectation for everyone at our school?
- How does our school teach parents how to support student voice skills outside of school?

2. *Student voice is an ongoing presence in the teaching and learning environment. Think about it: Does [pedagogy](#) have a purpose at our school? What **evidence** is there of teachers using Voice Instructional Strategies ([elementary](#), [secondary](#))?*

Provide evidence:

- How do students collaborate to problem-solve, devise higher-order questions, contribute to the creation of a product, or actively discuss a lesson's meaning?
- How does our school support student inquiry?
- How often are students offered opportunities to speak in front of peers, lead peers in online learning, or facilitate peer-led team learning?
- When are students writing for an audience beyond the classroom?
- When do students have choices regarding the work they are doing?
- In what ways are students prompted to connect what they are learning in the classroom to their lives outside of school?

3. *Students regularly provide feedback in the [classroom](#) and [schoolwide](#). Collected data is used to inform classroom and school decisions.*

*Think about it: What **evidence** is there of changes made based on student feedback?*

Provide evidence:

- How do students and adults partner to discuss and analyze survey results?
- How are students involved in developing solutions for classroom and school challenges?
- What steps are taken to ensure all students have opportunities to provide feedback?
- How does the school organize and execute focus groups?
- What opportunities do students and staff have to reflect on and revise their actions based on survey results?

4. *[Student voice skills](#) are taught at all grade levels.*

*Think about it: What **evidence** is there that students are intentionally and systematically taught voice skills?*

Provide evidence:

- How does our school assess student voice skills?
- How does our school teach and practice voice skills across grade levels?
- How do we know when students have mastered voice skills?
- How does our school make parents aware of the importance of voice skills?

5. *Students have myriad [pathways](#) for school-level involvement.*

*Think about it: What **evidence** is there of diverse opportunities for student involvement?*

Provide evidence:

- How do students learn about the different ways they can get involved at the school level?
- How does our school ensure students may choose from a wide range of options?
- How does the principal involve students in staff meetings?