



# STUDENT VOICE TEAM REFLECTION RUBRIC - ENGAGEMENT

## FUN & EXCITEMENT | CURIOSITY & CREATIVITY | SPIRIT OF ADVENTURE

Use this rubric to reflect on how well your leadership practices cultivate these conditions for colleagues.

### SCORING GUIDE

3 = Embedded & Consistent | 2 = Occasional | 1 = Rare or Absent

### FUN & EXCITEMENT — Learning Feels Alive & Worth Doing

INDICATOR	1 - RARE	2 - OCCASIONAL	3 - CONSISTENT & EMBEDDED	IDEAS FOR GROWTH
Energy & joy are visible in meetings & professional learning	Fun is not prioritized; climate is flat	Fun occurs sporadically, is often off-task, & tends to depend on specific people or events	Joy & energetic momentum are built intentionally into routines	
Celebrations reinforce school goals	Celebrations are absent or unrelated to school goals	Celebrations mostly occur around big events or compliance rewards, with occasional but inconsistent celebrations aligned to school goals	Micro-celebrations regularly highlight effort, growth, & attempts that are aligned with school goals	
Participation signals excitement	Engagement is muted or reluctant	Visible excitement is limited to a few voices & varies depending on the facilitator or context	Colleagues frequently show anticipation & enthusiasm for collaborative learning	

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## CURIOSITY & CREATIVITY – Thinking Beyond the Expected

INDICATOR	1 - RARE	2 - OCCASIONAL	3 - CONSISTENT & EMBEDDED	IDEAS FOR GROWTH
Wondering & questioning are invited in professional learning	Questions are mostly right/wrong or facilitator-driven	There are occasional open-ended prompts, though inquiry is not a routine practice	Curious questioning is planned for & valued in professional learning	
Creative risk is safe	Unconventional ideas are dismissed or shut down	Creative thinking is welcomed at times; risk-taking is tolerated	Novel thinking is explicitly invited & celebrated	
Choice requires thinking	Choice is absent in professional practice	Some low-risk professional choice exist; choice occasionally requires reasoning	Professional choice routinely exists & provides opportunity to build, self-assess & adjust	

## SPIRIT OF ADVENTURE – Healthy Risk-Taking Is Expected & Supported

Attempts are treated as progress	Errors are seen as failure	There is some reframing of mistakes, but growth mindset language is used inconsistently	First attempts are welcomed, discussed, & learned from	
Courage is modeled	Leaders/teachers rarely show vulnerability	Occasional vulnerability is visible, but only from select individuals	Adults model public “try-outs” & reflective do-overs	
Challenging paths are invited	Work is designed for safety & certainty	There are some structured stretch tasks, but challenges are optional & rarely chosen	Educators are routinely invited to “choose the bold option” and try new things	

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## Reflection Prompts

- Which of the Engagement Conditions is the greatest strength of your leadership as a Student Voice Team? What evidence exists?
- Which of the Engagement Conditions could use additional development? What are the barriers — beliefs, structures, habits, etc. that need to be addressed for growth to occur?
- What is one move you can make as the Student Voice Team this month to shift the climate related to Engagement?