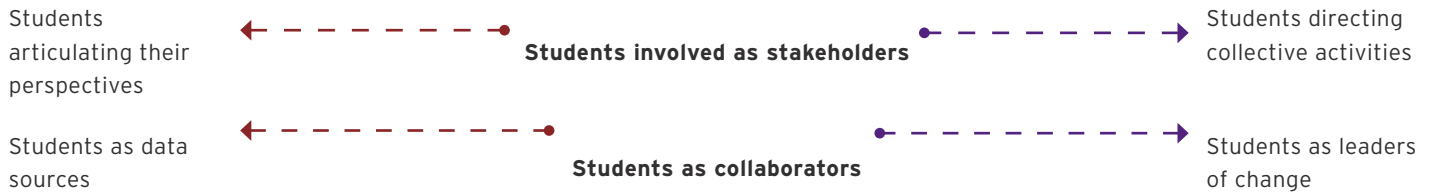




SPECTRUM OF STUDENT VOICE



Expression	Consultation	Participation	Partnership	Activism	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 (not just invite) student involvement, adults are trained in how to work collaboratively with youth partners	Identifying problems, generating solutions, organizing responses, agitating and/or educating for change both in and outside of school contexts	(Co-)Planning, making decisions and accepting significant responsibility for outcomes, (co-)guiding group processes, (co-)conducting activities

Most student voice activity in schools/classrooms resides at this end of the spectrum.

The need for adults to share authority, demonstrate trust, protect against co-optation, learn from students, and handle disagreement **increases** from left to right.

Students' influence, responsibility, and decision-making roles **increase** from left to right.

SOURCE: Toshalis, Eric & Michael Nakkula. 2012. *Motivation, Engagement, and Student Voice: The Students at the Center Series*. Boston, MA: Jobs for the Future. <http://www.studentsatthecenterhub.org/resource/motivation-engagement-and-student-voice>.

