



Implementation Checklist

Student Voice and Choice

You for Youth



This resource is in the public domain. Authorization to reproduce it in whole or in part is granted. This resource was funded by the U.S. Department of Education in 2020 under contract number ED-ESE-14-D-0008. The views expressed here are not necessarily those of the Department or the contractor. Learn more about civic learning and engagement and 21st CCLC learning at <https://y4y.ed.gov>.



Implementation Checklist

Use this checklist to record ideas and track your student voice and choice planning process as you apply the strategies listed below.

Contents

Strategy 1: Prepare Staff..... 3

Strategy 2: Create a Safe Environment for Student Voice..... 4

Strategy 3: Capture Student Voice and Choice..... 5

Strategy 4: Embed Student Voice and Choice Throughout Each Activity 6

Strategy 5: Assess and Reflect on Implementation..... 7





Implementation Checklist

Strategy 1: Prepare Staff

As you begin to cultivate a culture of student voice and choice, one where student input is solicited and relied upon to shape programming, you'll need to prepare your staff to shift from being the "sage on the stage" to soliciting and honoring student voice and choice. Program leaders can support staff by providing professional development and preparing them to use various tools and facilitation practices to integrate student voice and choice.

Review the different professional development topics and select the ones that best fit your staff needs. Visit the **Y4Y Trainings to Go** to find presentation materials on each topic.

- Assess Assumptions About Students
- Create an Environment That Amplifies Student Voice
- Use Facilitation Practices That Incorporate Voice and Choice

Here are some facilitation practices staff can begin incorporating into your program. Mark the ones you wish to try:

- Open-Ended Questions (or Guiding Questions)
- Concentric Circles
- Socratic Seminars
- Nominal Group Technique

Use the following Y4Y tools to help staff put new techniques to work:

- ***Guiding Questions***
- ***Concentric Circles Discussion Format***
- ***Guide to Socratic Seminars***
- ***Nominal Group Technique for Brainstorming***



Implementation Checklist

Strategy 2: Create a Safe Environment for Student Voice

Not all students will immediately feel comfortable sharing their ideas and opinions with peers or program staff. Using the skills and knowledge developed in Strategy 1, you and your team will need to create a safe, low-risk environment where students to feel free to speak up and express themselves.

The following steps outline how to develop social norms with your students to involve them in the creation of a safe learning environment. Think about ways you'll develop a safe environment for student voice, and check the steps you need to discuss with your program team.

Brainstorm Positive and Negative Learning Experiences

Students will be able to identify positive and negative learning experiences:

- What made it feel positive?
- What made it feel negative?

Identify Social Norms

Students will be able to share their beliefs and feelings about all the experiences shared.

Finalize Social Norms

Students will be able to define social norms that will guide their interactions with each other.

To guide students in setting norms, use Y4Y's *Group Norms Agreement*.

To prepare your staff and students, use Y4Y's *Guiding Questions* and *Classroom Facilitator Packet*.

For help with building trust, use Y4Y's *Creating a Positive Learning Environment* course for a deeper dive into this important topic.



Implementation Checklist

Strategy 3: Capture Student Voice and Choice

Student voice data should inform the planning and design of your program activities. These data draw your attention to details you might not have noticed before. This new perspective can and should change the feel and culture of your program. Remember, whether you're designing academic interventions, academic enrichment or recreational activities, the likelihood that students will attend regularly depends a lot on whether you're offering activities they want.

Make sure you collect all three types of data: School-level, student-level and student voice. Use Y4Y's ***Continuous Education*** course to explore more about conducting a comprehensive needs assessment to collect these types of data.

Decide how you want to capture student voice:

- Focus group
- Inquiry board
- Student surveys
- Other: _____

Next, create a student-driven activity schedule:

- Analyze student interests
- Create activity descriptions
- Match student interests to activities
- Match activities to academic needs
- Set up your program schedule
- Provide choices for student activities
- Let students create their individual activity schedules

Use these Y4Y tools to help you design and schedule activities based on student voice:

- ***Elementary Student Interest Survey***
- ***Secondary Student Interest Survey***
- ***Intentional Program Design Diagram***
- ***Intentional Activity Design Planner***
- ***Intentional Activity Design: Mapping Needs to Activities***
- ***Program Schedule***
- ***Graphing Chart***
- ***Activity Choice Form***



Implementation Checklist

Strategy 4: Embed Student Voice and Choice Throughout Each Activity

Continuously incorporate student voice and choice throughout each activity by making sure you collect and use student voice data during activities.

Use the checklist below for capturing student voice and choice in **project-based learning**:

- Map what students know and wonder
- Allow for free exploration
- Allow students to choose their projects
- Let students control the timeline
- Give students control over roles
- Let students plan and lead the culminating event

You may need to consider **additional student voice and choice techniques**. Indicate the ones that best fit your activities:

- Student ownership of learning
- Reflection
- Inquiry board
- Question box
- Token poll
- Sticker poll
- Interactive poll

Resources

Use the following Y4Y tools to help students set goals and reflect:

- ***SMART Goal Starter for Students***
- ***Student Goal Setting and Reflection K-1***
- ***Student Goal Setting and Reflection 2-3***
- ***Student Goal Setting and Reflection 4-6***
- ***Student Goal Setting and Reflection Middle School***
- ***Student Goal Setting and Reflection High School***

Y4Y's ***Classroom Facilitator Packet*** will help with documenting the learning.

To help you carry out assessments, use the following Y4Y tools:

- ***Intentional Activity Design Planner***
- ***Focus Group Structure***
- ***Student Survey – How Do I Learn Best?***



Implementation Checklist

Strategy 5: Assess and Reflect on Implementation

Now it's time to assess and reflect on your staff and student experiences. You can do this through student reflection and facilitator assessments.

Consider the following as you develop assessment and reflection tools for your program:

Will you complete reflection activities individually, in pairs, or in small or large groups? (You might decide on individual reflection followed by discussion in pairs or groups.)

- Individually
- In pairs
- Small group
- Large group

What styles of student reflection do you plan to use?

- Journal prompts
- One-on-one exchanges
- Inquiry boards
- Small-group discussions
- Open-ended surveys
- Student reflection

What kinds of questions will you ask your students?

What do you plan to use for your facilitator assessments?

- Rubrics
- Checklists
- Other: _____

Resources

You can use these Y4Y tools to assess and reflect on student learning and integration of student voice and choice:

- ***Creating a Reflective Assessment***
- ***Student Voice and Choice Observation Checklist***
- ***Socratic Seminar Student Assessment***
- ***Youth Participation Checklist***
- ***Staff Observation Review Checklist***
- ***Implementing With Fidelity Guide***