

Meaningful Student Involvement

Planning Guide



Meaningful student involvement is the process of engaging students as partners in every facet of school change for the purpose of strengthening their commitment to education, community and democracy.

For too long student involvement, student voice and student engagement activities have been seen as ways to engage those who already engaged in schools: honors students, traditional student leaders and “star students”. Activities have not have been particularly significant or beneficial to even those students.

Meaningful student involvement requires deliberation, intention and connection - among students, between students and adults, and throughout the larger school and community.



Following is a brief planning guide designed to encourage students and adults to think purposefully, critically and powerfully about their intentions for involving students. Please answer each question as clearly as possible; for those that you cannot answer immediately, identify the answers as soon as possible.

Note that this is not an *activity planning guide*; rather, it is a guide designed to ensure that the activity that you are embarking upon is meaningful. When you have completed the Planning Guide, return it to your workshop facilitator or to the SoundOut office for an assessment and further technical assistance.

5. Identify the type of meaningful student involvement activity:

- Planning
- Research
- Teaching
- Evaluation
- Decision-making
- Advocacy
- Other:

6. What is the name of the activity?

6a. Write a short description of the activity:

Substance

7. Describe how the following steps of the Cycle of Engagement will occur:

- Listen
- Validate
- Authorize
- Mobilize
- Reflect

8. What level of authority will students have?

- No authority: Students assigned with no contributions
- Low authority: Adults lead, students contribute
- Medium authority: Students lead, adults contribute
- High authority: Students and adults lead and contribute as equal participants

9a. Describe student authority:

10. Identify which students will be meaningfully involved, and briefly describe how that specific group will be involved:

- Grade level
- Academic achievement level
- Leadership level
- Learning styles diversity
- Racial diversity
- Ethnic diversity
- Cultural diversity
- Gender diversity
- Sexual orientation diversity
- Class type
- Club type
- Special group type
- Other:



10a. Describe the participants:

11. Identify when meaningful student involvement will occur, and provide details:

- In class
- During school/outside of class
- Before or after school
- Weekends
- Other:

12. Describe the timing, and why meaningful student involvement will occur at that time:

13. Where will meaningful student involvement occur?

- In a classroom
- In an office
- In a different “student space”
- In a different “adult space”
- In a community setting
- In an administrative office
- Other:

14. Describe the space where the activity will occur:

15. Describe how students have contributed to creating or otherwise influencing the activity setting:

Readiness

16. How does the whole school become aware of meaningful student involvement?

17. How are students prepared for meaningful student involvement?

18. Do students participate in educational skill-building activities designed to increase their personal and collective capacity to be meaningfully involved?

19. What skills are increased?

- Social relationships within peer groups
- Written communication
- Oral communication
- Public speaking
- Listening to peers
- Managing change
- Conflict management
- Diversity awareness
- Emotional management
- Intergenerational understanding

20. What knowledge areas are increased?

- Learning process
- The education system
- School improvement
- Student voice
- Roles for students as partners in education
- Intergenerational equity in schools

21. How are adults in the school prepared for meaningful student involvement?

18. Do adults participate in educational skill-building activities designed to increase their personal and collective capacity to be meaningfully involved?

19. What skills are increased?

- Listening to student voice
- Treating students as partners
- Understanding adultism
- Conflict management
- Diversity awareness
- Managing change
- Intergenerational understanding
- Other(s):

20. What knowledge areas are increased?

- Learning diversity
- The education system
- School improvement
- Student voice
- Roles for students as partners in education
- Intergenerational equity in schools
- Integrating student voice in curriculum
- Infusing student voice in building leadership
- Other(s):

Measuring

21. Identify which stakeholders will be impacted by meaningful student involvement:

- Student and adult participants
- Student body of the whole school
- School staff throughout the whole school
- All members of the school community
- Parents and families
- Younger or older students
- Education administration staff
- Community members
- Educational support organizations
- Other(s):



21a. Specifically, how will you know meaningful student involvement will affect the group(s) you selected?

22. What impact areas will be measured?

- Student participant learning
- Student body learning
- Student participant attitudes
- Student body attitudes
- School staff learning
- School staff attitudes
- School climate
- Learning community
- Multiple stakeholder involvement
- Other(s):



23a. Specifically, how will the activity impact the outcome area(s) you selected?

24. What are the learning outcomes for the activity?

25. How will you assess learning outcomes resulting from meaningful student involvement?

26. How will meaningful student involvement improve your whole school?

27. How will you know meaningful student involvement affected your whole school?

28. Is meaningful student involvement part of your school's formal school improvement plan? If so, how, and if not, why not?



29. How will the effect of meaningful student involvement on your school improvement goals be assessed?

Sustaining

30. How will student and adult reflections on the activity be utilized beyond this one activity?

31. How will the activity be acknowledged to the following (Describe):

Student participants:

Student body:

School staff:

Others:

32. How will this activity or its outcomes be sustained beyond this plan?

Notes



Contact Us

For an assessment of your *Meaningful Student Involvement Planning Guide* and further technical assistance, please contact our office:



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