



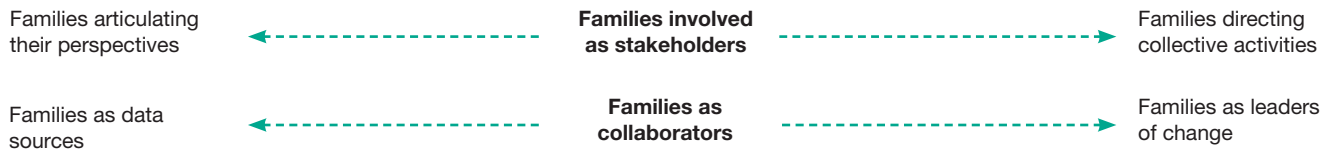
NOTE TO SELF

Take an account of the opportunities for *family voice* and *decision making* at your school. We have adapted Toshalis and Nakkula's (2012) work on student voice in schools to frame family voice and decision making. Make sure that families are represented in your assessment. Where do you see yourselves currently? How might you grow?

Current Stage on the Spectrum: _____

CURRENT STRENGTHS	GROWTH OPPORTUNITIES

A Spectrum of Family Voice–Oriented Activity



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) family involvement, educators are trained in how to work collaboratively with family 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 family-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 each other, and handle disagreement increases from left to right. Families' influence, responsibility, and decision-making roles increase from left to right.

SOURCE: Adapted from Toshalis and Nakkula (2012, p. 24).

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