**2019-2020 Innovative Course Application**

Application request

[ ]  Approval of a new innovative course x[ ]  Renewal of a previously approved
 innovative course

Title of innovative course(s): Student Leadership

Applicant Information

Name of applying school district, charter school, or organization: Texas Association of Secondary School Principals

Complete mailing address: 1833 S. IH 35 Austin, TX 78741

Contact person: Cindy Jackson

Contact person’s title: Associate Executive Director: Professional Development, Governmental Relations, and High School Services

Contact person’s email address: cindy@tassp.org

Contact person’s phone number, area code first: 512-443-2100 ext. 8506

County District Number (if applicant is a Texas public school): Click here to enter text.

Superintendent (if applicant is a Texas public school): Click here to enter text.

Date of local board of trustees’ approval of this innovative course application (if applicant is a Texas public school): Click here to enter text.

Course Information

Subject area(choose only one): Other Electives

Career cluster(CTE only): Choose an item.

Number of credits per course: 1.0

Grade level(s) (high school only): 9-12

**Brief description of the course:**

Student Leadership is a course for students who seek opportunities to expand and deepen their group and individual leadership skills to positively impact their own lives and community. Building on collaborative skills and habits of mind, students will gain knowledge and expertise in leadership skills including goal setting, effective communication, organization, time management, and collaborative strategies. In some schools, the course is customized to meet the needs of formal student organizations such as student council. The course is adaptable across various student needs and student populations. The course prepares students not only for active participation in school but also in their community. Students solve relevant and current school and community issues by working collaboratively and independently on high-level, real-world tasks such as project proposals, portfolios, and presentations.

**Brief justification of how/why the course qualifies as “innovative” in terms of student need:**

Student Leadership qualifies as an innovative course as it is the only course with the primary purpose of developing leadership skills through a series of authentic, real-world learning experiences. A wide range of leadership competencies and skills may impact a student’s chances of persisting and completing a postsecondary credential or degree. Studies show that 80% of employers look for “soft skills” in critical thinking, leadership, perseverance, and interpersonal skills when hiring potential employees. Skills developed in this course include leadership, organizational and management skills, digital citizenship, goal setting, group processes, and communication, and conflict resolution. Students who take this course explore and develop their personal leadership style and skills, thus enhancing the probability of success in high school or in their postsecondary education or career.

**Essential Knowledge and Skills of the course:**

1. General Requirements This course is recommended for grades 9 – 12. Students shall be awarded one credit for the successful completion of this course.
2. Introduction
	1. Student Leadership complements all student learning as it provides relevant and rigorous learning opportunities while developing the social emotional skills necessary for effective leadership, relationship building, and high achievement in and out of the classroom.
	2. Student Leadership affords students opportunities to study, practice, and develop group and individual leadership skills to positively impact their life and community. Students gain knowledge and expertise in decision making, goal setting, effective communication, servant leadership, organization, time management, and concrete strategies to implement change in an ethical manner. The course prepares students not only for active participation in school but also in their community.

1. Knowledge and Skills
	1. The student discusses basic leadership concepts. The student is expected to:
		1. determine the meaning of leadership; and
		2. discuss methods to adapt leadership to different situations and the needs of various groups; and
		3. compare leadership skills such as communication, team building, self-awareness, and planning; and
		4. analyze hazards, problems, and opportunities of leadership, and explain the leader’s role in conflict resolution, decision making, implementing change in an ethical manner.
	2. The student evaluates various leadership styles, their traits, and the steps of the decision-making process. The student is expected to:
		1. analyze autocratic, democratic, laissez-faire and servant leadership styles; and
		2. explain the purpose, benefit, and use of proper delegation; and
		3. compare the traits and qualities associated with various leadership styles including autocratic, democratic, consensual, laissez-faire, and servant leadership styles; and
		4. relate differences in leadership style to the democratic process; and
		5. determine personal leadership style; and
		6. leads a discussion regarding a decision including identification of the decision which must be made, brainstorming options, clarifying possible outcomes, and guiding the group to a collaboration decision.
	3. The student applies self-organization strategies. The student is expected to:
		1. exhibit personal time management and organization; and
		2. identify and prioritize personal commitments, both academic and non-academic; and
		3. formulate personal organizational goals and implement steps toward achievement of those goals.
	4. The student employs multiple methods for conducting a needs assessment. The student is expected to:
		1. design a survey, an interview process, or employ other methods to assess and collect information concerning areas of need; and
		2. analyze collected data to determine area or topic of greatest need; and
		3. discuss various options for meeting the identified need; and
		4. determine project goals; and
		5. use sequential project planning steps, predicting and planning for possible obstacles in completing the project; and
		6. employ various technology tools effectively to accomplish project goals and document the steps of the project.
	5. The student analyzes and demonstrates effective meeting skills. The student is expected to:
		1. coordinate and develop a meeting agenda with in a team setting using appropriate technology; and
		2. lead a discussion using effective meeting skills including basic parliamentary procedure.
	6. The student understands the structure and design of student organizations. The student is expected to:
		1. identify and discuss various models for student organizations; and
		2. compare job responsibilities such as president, vice-president, secretary, or member at large in various student organizations; and
		3. explain the importance of and need for constitutions and by-laws of student organizations; and
		4. examine various voting methods and determine the appropriate method to use in a given situation; and
	7. The student recognizes the ethical and legal implications of following or not following established rules and regulations. The student is expected to:
		1. identify possible examples of ethical and unethical behavior within student organizations; and
		2. explain the consequences of unethical actions in a student organization; and
		3. explore two strategies for solving an ethical dilemma and evaluate the possible outcomes of each; and
		4. present a plan for ethical and appropriate use of social media regarding a student organization.
	8. The student participates in community and school service-learning projects. The student is expected to:
		1. recognize the difference between community service and school service-learning projects; and
		2. implement an effective method of assessing a specific need within the school or community through an appropriate needs assessment; and
		3. research and use available community and school resources to meet the assessed need; and
		4. determine the best project to implement to meet a specific need; and
		5. demonstrate appropriate and effective use of technology and social media to accomplish tasks related to the project, such as publicity, fund raising, and recruiting volunteers; and
		6. use effective goal setting, calendaring, budgeting, resource gathering, and evaluation skills to organize a community/school service project; and
		7. create and present summative evaluation of the project’s success.
	9. The student demonstrates the ability to set and realize goals. The student is expected to:
		1. Identify the elements of a SMART goal; and
		2. participate in setting clear, precise goal statements for a student group or project using the SMART goal format; and
		3. determine which goals were and were not met.
	10. The student works productively with others in a team setting in order to accomplish a common goal. The student is expected to:
		1. identify and explain the stages of team building; and
		2. analyze personality styles of self and others; and
		3. identify and explain personal strengths and challenges; and
		4. engage collaboratively in discussions by clarifying points, challenging assumptions, and providing relevant information; and
		5. participate productively in teams including building on the ideas of others, contributing useful information, solving problems, and setting ground rules for decision-making; and
		6. identify a conflict the team faced; and
		7. explain how the conflict was resolved.
	11. The student uses appropriate processes, strategies, and skills for preparing and presenting speeches. The student is expected to:
		1. develop content and ideas into an organized presentation; and
		2. analyze audience, purpose, and occasion; and
		3. communicate effectively using language and style for a specific audience; and
		4. create visual aids and use technology to enhance and clarify the message; and
		5. use language clearly and effectively; and
		6. use nonverbal strategies and vocal expression effectively.
	12. The student communicates effectively one on one and with small groups. The student is expected to:
		1. identify and discuss non-verbal communication cues; and
		2. listen for accuracy and understanding, ask and answer questions appropriately, and paraphrase to ascertain understanding; and
		3. give clear oral instructions for specific tasks.
	13. The student writes effectively in various modes in order to communicate ideas and information to specific groups and individuals. The student is expected to:
		1. write effective documents relating to various needs of a project such as requests for financial support, project proposals, and thank you letters; and
		2. edit texts for grammar, mechanics, and spelling; and
		3. produce a project plan that is accurate, organized, and reader-friendly.

**Recommended resources, technology, and instructional materials to be used in the course:**

Boswell, C., Ed.D., Christopher, M., Ph.D., & Colburn, J. (2018). Leadership for kids: Curriculum for building intentional leadership in gifted learners. Waco, TX: Prufrock Press.

Boyte, Phil. (2015). School culture by design. Sacramento, CA: Learning for Living.

Covey, Shawn. (2014). The 7 habits of highly effective teens: The ultimate teenage success guide. New York, NY: A Touchstone Book.

Elmore, Tim. (2018). Habitudes: Images that form leadership habits & attitudes. Atlanta, GA: Growing Leaders, Inc.

Higginbottom, Karen. (2015, May 21). Graduates with Soft Skills will become Increasingly Important. Retrieved from <https://www.forbes.com/sites/karenhigginbottom/2015/05/21/graduates-with-soft-skills-will-become-increasingly-important/#1de15ab251c7>

Jacobson, M., & Levine, A. (2012). The check model for event planning. Santa Cruz, CA: Boomerang Project.

Keegan, Rich. (2012). Global games for diversity education. Bethany, OK: Wood Barnes.

Liss, K., Anderson, M., Mundy, A., Wallis, H., & Wissa, E. (2004). Help increase the peace. Baltimore, MD: The American Friends Service Committee.

Pohl, JC. (2016). Building school culture from the inside out. Horizon Intertainment, LLC.

Pollack, S. & Fusoni, M. (2005). Moving beyond icebreakers. Boston, MA; The Center for Teen Empowerment, Inc.

Scannel, M.,Abrams, M., & Mulvihill, M. (2012). The big book of virtual team building games. New York, NY; McGraw Hill.

Sinek, Simon. (2013). Start with why. London, England; Portfolio/Penguin.

Willis, Deborah. (2018, March 26). On the Road to Champion. Retrieved from <https://www.insidehighered.com/advice/2018/03/26/advice-how-become-diversity-equity-and-inclusion-leader-opinion>

Hard Facts about Soft Skills: An Actionable Review of Employer Perspectives, Expectations and Recommendations. (2016). Retrieved from <http://docs.wixstatic.com/ugd/cceaf9_ec9ed750296142f18efdd49f4930f6d3.pdf>

**Recommended course activities:**

Students should engage in hand-on activities, classroom discussion and debate, journaling, public speaking, and portfolio building. The student should participate in activities in areas such as community service, public relations, health and safety, team building, projects designed to serve the school and community as well as preparing the student for the world of work.

**Methods for evaluating student outcomes:**

Students engage in actual project development, completion, presentation, and evaluation. Tangible products can include storyboards, drafts, participation in group panel discussions. Students will also share resources and ideas as well as learn to take appropriate risk and to evaluate information. Students may complete project journals, self-assessments, or oral presentations. Some assessment may also include quizzes and tests.

**Recommended educator certifications:**

* Instructors must hold a valid Texas secondary teaching certificate.
* Instructors must have at least one year of experience teaching at the secondary level.
* Instructors should have some experience in lab-oriented, project-based learning and have demonstrated experience in project planning, project implementation, and service learning experiences.

Instructors must have completed a minimum of eight hours of training in teaching a leadership course. Examples such trainings may include, but are not limited to the Texas Association of Student Councils Student Leadership Course Curriculum Academy, Texas Association of Student Councils Summer Leadership Workshops, Texas Association of Student Councils Advisors Workshop, National Student Council LEAD Conferences, California Association of Directors of Activities Conferences, National Conference on Student Activities, CharacterStrong, Covey Leadership Training, etc.

**Additional information (optional):**