



Leadership in Action™

“Together we learn, lead and serve.”

*Together we learn, **lead** and serve*

For the 2017-2018 school year, LNC launched the Leadership in Action™ (“LiA”) program to teach and reinforce seven essential leadership/life skills necessary for student success in school and beyond. The goal of LiA is to have a leadership program that:

- Is recognizable within LNC (i.e. students, teachers, administrators, staff) and outside of LNC (i.e. parents, community, colleges)
- Creates accountability for students and teachers
- Presents a reasonable time commitment for students, teachers, and parents
- Is individualized to help every student learn and develop leadership skills

7 Leadership Skills at LNC

- **Skill 1:** Communication and Collaboration
- **Skill 2:** Integrity and Accountability
- **Skill 3:** Enthusiasm and Purpose
- **Skill 4:** Adaptability and Creativity
- **Skill 5:** Confidence
- **Skill 6:** Problem Solving and Critical Thinking
- **Skill 7:** Empathy, Humility, and Compassion

Elementary School

Teaches the 7 Leadership Skills below using age appropriate language and concepts.

- 1. Integrity and Accountability**
- 2. Enthusiasm and Purpose**
- 3. Adaptability and Creativity**
- 4. Problem Solving and Critical Thinking**
- 5. Communication and Collaboration**
- 6. Confidence**
- 7. Empathy, Humility, and Compassion**

Middle School

All 7 leadership skills are taught each year, with a different focus each year

5th Grade:

Leadership Focus: ***Define the skills***

- Souper Bowl of Caring
- Campus beautification

6th Grade:

Leadership Focus: ***Application***

- Guest speakers from local volunteer organizations
- Service project proposal
- Completion of year-long service project

Middle School

All 7 leadership skills are taught each year, with a different focus each year

7th Grade:

Leadership Focus: **Self-Assessment**

- Carpool project
- Focus on famous leaders and leadership styles
- Rocket building
- Socratic seminars
- Samurai unit

8th Grade:

Leadership Focus: **Reflection and Projection**

- Letter to future self
- Local charity research paper
- Service hours

High School: Leadership Portfolio

- In 9th grade, students begin to create a detailed electronic portfolio that will ultimately include 7 individual narrative reflections that showcase their understanding and implementation of the acquired leadership skills.
- Each reflection includes evidence of the student completing a task and an explanation of how this task demonstrated the skill in use, what was learned from the task, and how it can be applied successfully in the future.
- **Students individually determine how they will evidence their understanding of the skill and the advisors guide them to ensure the evidence meets the rubric criteria.**
- For high school, successful completion of the Leadership in Action™ program is required in order for a student to walk at the graduation ceremony. This is the same requirement currently in place for the LNC Service requirement.

High School: Pilot Year Overview

- Inaugural group of advisors volunteered for the pilot program and 9th grade students were assigned to an advisor at the beginning of the school year and met with their cohort four times.
- The 9th graders focused on two of the seven leadership skills
 - **Communication and Collaboration**
 - **Integrity and Accountability**
- Students met with their advisors and participated in two learning sessions during which their advisor explained the skills and helped facilitate group discussion regarding the meaning of each skill among the cohort.
- The other two sessions were conducted as writing workshops when the students concentrated on writing narrative reflection papers to evidence their understanding of the two skills.
- Each written reflection on a skill must meet a level 3 (out of 4) on the corresponding rubric in order to successfully complete the ninth grade portion of the program.
- For 2018-2019, 9th and 10th grades will participate.

Portfolio Evaluation/Rubric Sample

Skill 1: Communication and Collaboration

Communication and Collaboration: Working in Groups, Listening, Writing, Courtesy and Respect:

In order to communicate and collaborate, students must be able to effectively work in groups, listen to others, write and communicate in other nonverbal methods, and effectively listen to others. The below task allows students to demonstrate that they have utilized all skills involved in communication and collaboration.

Task:	Description:	1. Emerging	2. Developing	3. Proficient	4. Accomplished
<p>-The student will find or create an opportunity to demonstrate the leadership skills of communication and collaboration.</p> <p>-The student will construct a narrative and provide evidence as outlined in the description.</p>	<p>-The student will construct a concise narrative addressing that they have successfully communicated and collaborated by reflecting on an opportunity of which they have demonstrated at least one of the traits that align with communication and collaboration -The student will provide evidence of the task being met.(i.e. pictures , videos, other documentation) of the event described</p> <p>- The student will then reflect on implementation of the above leadership skill (including successes, failures, and lessons learned) and write an application on how this will be valuable in the future.</p>	<p>-The student has constructed an inadequate narrative that is not aligned with the task and description provided for the task.</p> <p>(and/or)</p> <p>-Evidence of the leadership activity is not clear.</p> <p>(and/or)</p> <p>-The student has poorly reflected on the leadership skills outlined in the task and the description of the task.</p>	<p>-The student has constructed a narrative but it does not clearly align with the task and description provided for the task.</p> <p>(and/or)</p> <p>-The student has provided evidence of leadership activity but it does not clearly align with the task.</p> <p>(and/or)</p> <p>- The student has inadequately reflected on the leadership skills outlined in the task and the description of the task.</p>	<p>-The student has constructed a narrative that clearly and consistently aligns with the task and description provided for the task</p> <p>and</p> <p>-The student has provided adequate evidence of leadership activity that clearly aligns with the task.</p> <p>and</p> <p>-The student has adequately reflected on the leadership skills outlined in the task and the description of the task.</p>	<p>-The student has constructed an extensive narrative that thoroughly aligns with the task and description provided for the task.</p> <p>and</p> <p>-The student has provided substantial evidence of leadership activity that clearly aligns with the task.</p> <p>and</p> <p>-The student has thoroughly and precisely reflected on the leadership skills outlined in the task and the description of the task.</p>

LiA: Next Steps

- **Elementary School**

- Continue with using age appropriate leadership language and concepts to teach the seven skills
- Increase communication about leadership to parents

- **Middle School**

- MS Counselors will assume oversight of the program
- Collaborate with team leads to determine sequence of teaching all seven skills
- Transition to using the seven skills terminology full time
- Schedule LiA introduction days with 8th grade

LiA: Next Steps – High School

- Survey current advisors and students to gather feedback on the pilot year and determine what changes/adjustments may need to be made
- Onboard and train new group of advisors
- Advisors will collaborate and create next 3 lessons for rising 10th graders
 - **Enthusiasm and Purpose**
 - **Adaptability and Creativity**
 - **Confidence**
- Establish LiA dates for 2018-2019 school year
- Determine next year's grade level activities for 11th and 12th graders
- Increase communication to parents