EMPOWERING STUDENT LEADERS

Intentionally Developing Leadership Skills in the Classroom

PRESENTERS

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PROJECT Brilliance

WITH THANKS TO:

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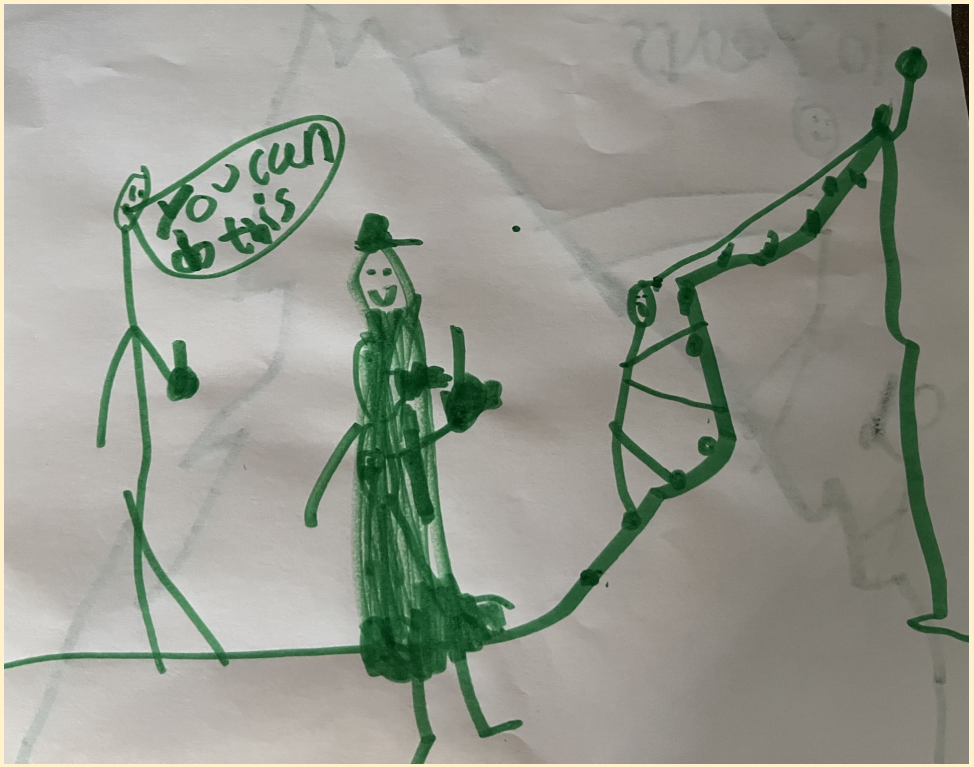
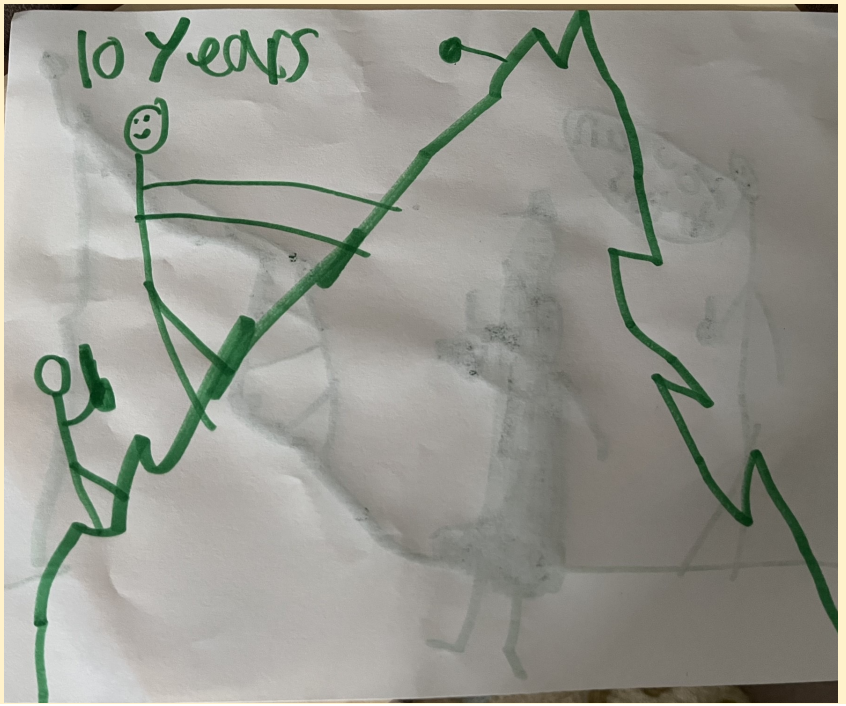
UF University of Florida | University of San Diego | Ball State University

This work is funded through Jacob K. Javits Gifted and Talented Students Education Program, United States Department of Education PR/Award #S206A220014

DRAW A LEADER.

LEADERSHIP DRAWINGS





How can we define it?

- We know we need good leaders.
- We know when we don't have them.
- YET, what are the key skills that good leaders use?
- What are the teachable skills?

Teaching Leadership Skills

Definition

When you Google the definition of “leadership” …

Dictionary

Definitions from Oxford Languages · Learn more

lead·er·ship

/ˈlēdərˌSHip/

noun

the action of leading a group of people or an organization.
"different styles of leadership"

Similar: guidance | direction | authority | control | management | superintendence

- the state or position of being a leader.
  "the leadership of the party"

  Similar: headship | directorship | direction | governorship | governance

- the leaders of an organization, country, etc.
  plural noun: **leaderships**
  "a change of leadership had become desirable"

How many empirical studies examined leadership outcomes of a curriculum?

How many empirical studies examined leadership outcomes of a curriculum?

out of

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Of those four, how did they approach leadership development?

ALL

In the Summer
Broad Leadership and Components
Middle School or Older

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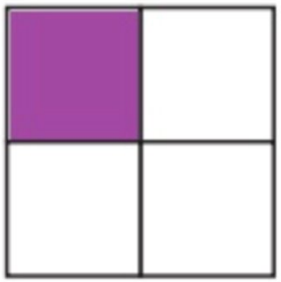
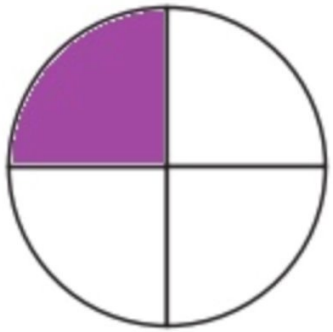
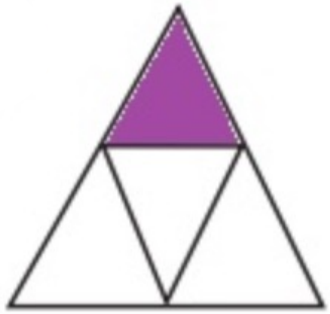
A Group Text arrives during the Team Building Exercise.



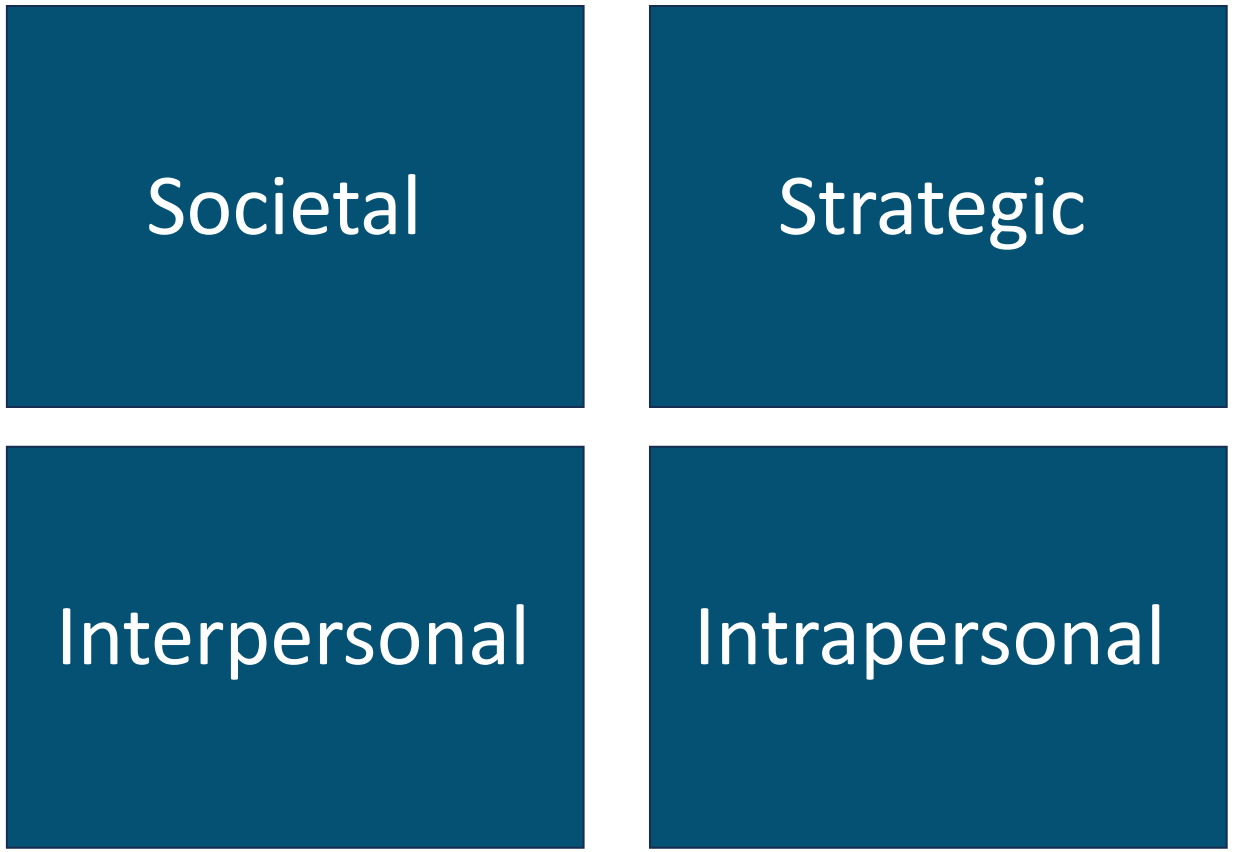




Brief Research Background

- Studies often emphasize adults within organizations.
- Leadership's importance is often conceptualized as economic gain and organizational productivity.
- Defining "leadership" is challenging and multi-faceted.
- Leadership is rarely addressed in school settings, even within gifted programs.

Seemiller's Leadership Taxonomy



Societal Leader Example

Societal Competencies

- Social Justice
- Inclusion
- Social Responsibility
- Diversity
- Others' Circumstances
- Service

Potential Leadership Continuum

mini-l

little-l

pro-l

BIG-L

EMPOWERED LEADERS CONSIDER OTHERS' CIRCUMSTANCES.

How will you develop understanding of your team members?

BRILLIANT Storytellers

Understanding Others' Circumstances

GOTE

Understanding Characters

Character Name:

G

Goals
What are the character's goals?

O

Obstacles
What is in their way?

T

Tactics
How does the character face the obstacles?

E

Expectations
Why does the character want their goals?

METHOD

WHAT? | HOW? | WHY?

concrete → emotional

WHAT (what are they doing in the photo?)	HOW (how are they doing it?)	WHY (why are they doing it this way? Take a guess!)
-little girl picking root vegetables	-she's smiling, even though it looks bigger than her, it looks fun	-somehow it's been made into a game...gardening is fun...getting messy is fun to her?

WHY use What? | How? | Why?

What? | How? | Why? is a tool that can help you drive to deeper levels of observation. This simple scaffolding allows you to move from concrete observations of a particular situation to the more abstract emotions and motives that are at play in that situation. This is a particularly powerful technique to leverage when analyzing photos that your team has taken into the field, both for synthesis purposes, and to direct your team to future areas of needfinding.

HOW to use What? | How? | Why?

Set-up: Divide a sheet into three sections: What?, How?, and Why?

Start with concrete observations (What):
What is the person you're observing doing in a particular situation or photograph? Notice and write down the details. Try to be objective and don't make assumptions in this first part.

Move to understanding (How):
How is the person you're observing doing what they are doing? Does it require effort? Do they appear rushed? Pained? Does the activity or situation appear to be impacting the user's state of being either positively or negatively? Use descriptive phrases packed with adjectives.

Step out on a limb of interpretation (Why):
Why is the person you're observing doing what they're doing, and in the particular way that they are doing it? This step usually requires that you make informed guesses regarding motivation and emotions. Step out on a limb in order to project meaning into the situation that you have been observing. This step will reveal assumptions that you should test with users, and often uncovers unexpected realizations about a particular situation.

bootcamp bootleg

d.

"selfie " by Alexander_Sviridov

Strategic Leader Example

Strategic Competencies

- Systems Thinking
- Synthesis
- Research
- Decision Making
- Problem Solving
- Reflection and Application
- Analysis
- Evaluation
- Other Perspectives
- Vision
- Mission
- Idea Generation
- Plan
- Organization
- Goals

EMPOWERED LEADERS PLAN.

How will you guide your team to accomplish the goal?

BRILLIANT Storytellers

Blocking Ideas

Section #___

Section #___

Section #___

Section #___

Rehearsal Plan

Opening Activity

Options:
- Check-Ins
- No, no, no!
- Name Game
- Sound Ball

Setting the Goals

Options:
- Broad: Why?
- Blocking
- Characters
- Interactions

Tasks

Options:
- Section 1 Blocking
- Reading lines
- Facial expression

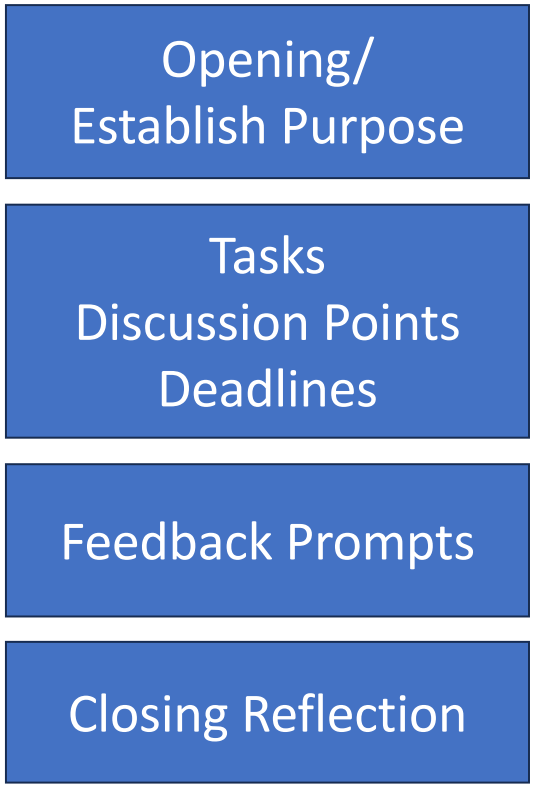
Feedback Notes

Options:
- “Playable”
- Character Motivation
- As if...
- Imagine...

Closing Activity

Options:
- WWW: what went well
- Gratitude
- Cheer/High Fives

What other opportunities exist for students to plan group meetings?

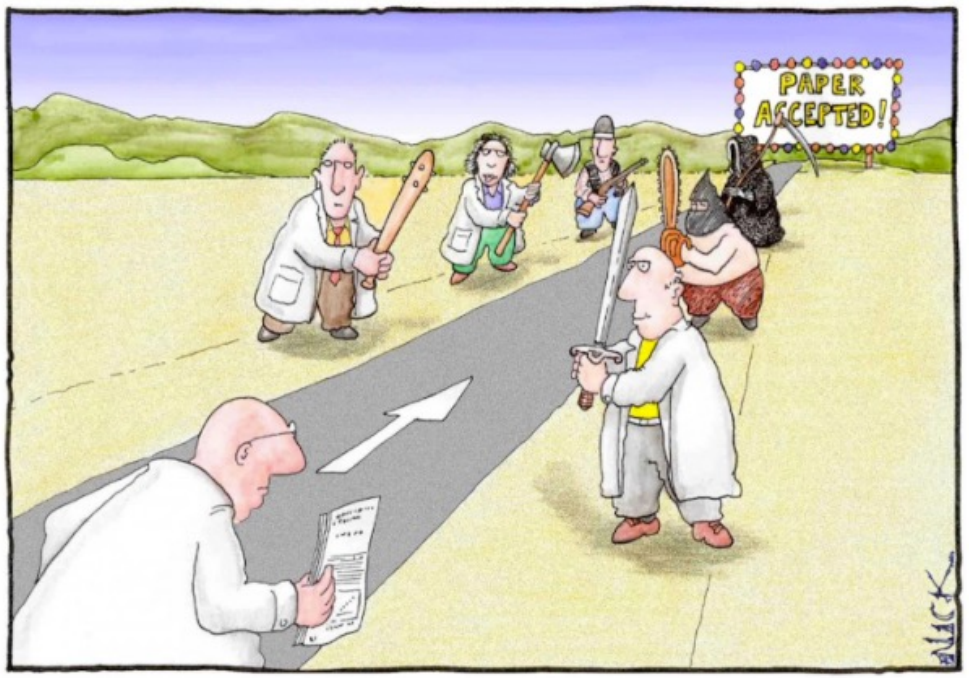


Intrapersonal Leader Example

Intrapersonal Competencies

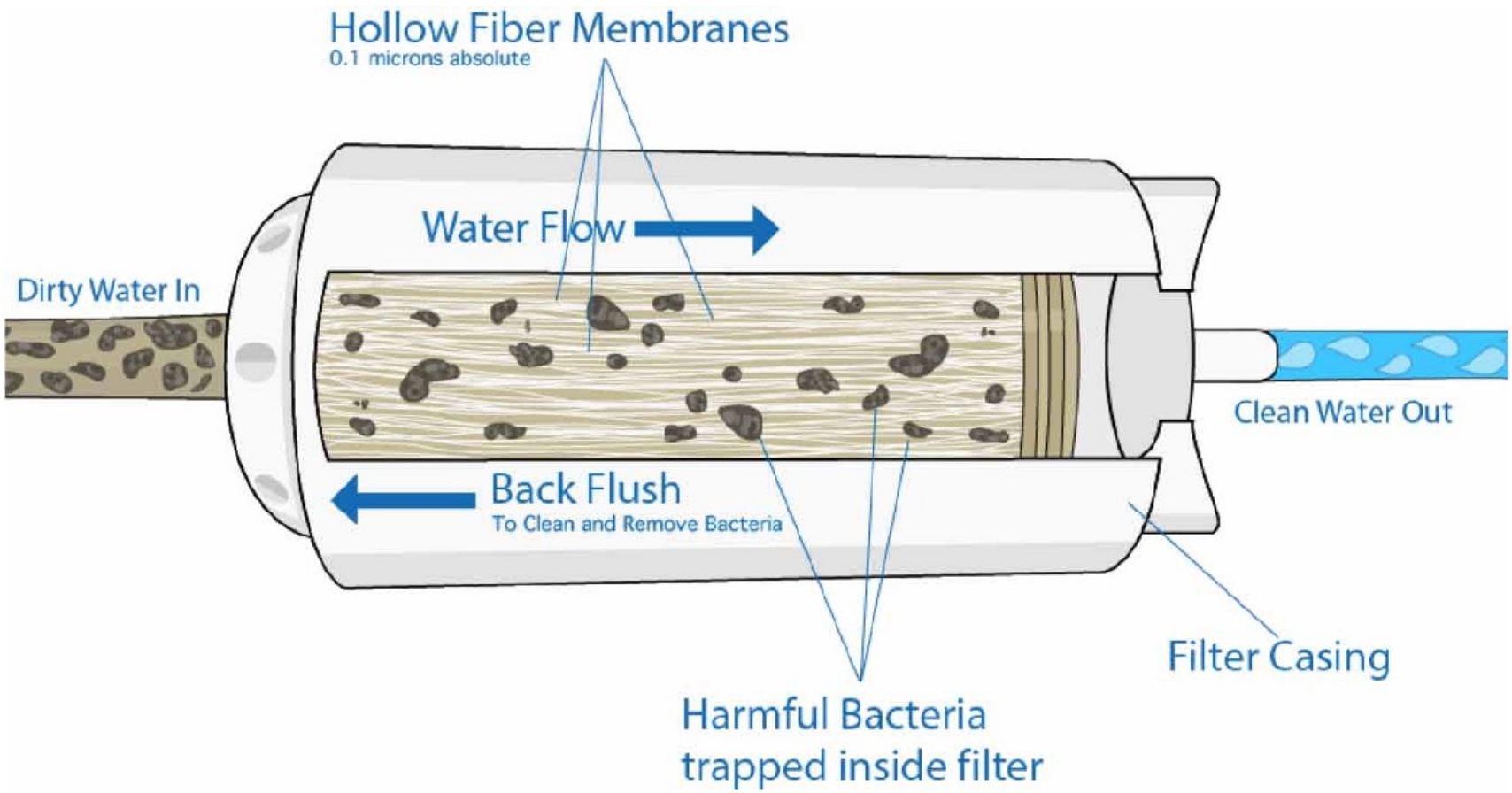
- Responding to Ambiguity
- Responding to Change
- Resiliency
- Ethics
- Receiving Feedback
- Scope of Competence
- Initiative
- Self-Understanding
- Functioning Independently
- Personal Values
- Responsibility for Personal Behavior
- Confidence
- Follow-Through
- Personal Contributions
- Self-Development
- Positive Attitude
- Excellence

Realities of Feedback



Most scientists regarded the new streamlined peer-review process as "quite an improvement."

Cartoon by Nick D Kim, strange-matter.net
(please see site for terms of reuse)


Hollow Fiber Membranes
0.1 microns absolute
Water Flow
Dirty Water In
Clean Water Out
Back Flush
To Clean and Remove Bacteria
Filter Casing
Harmful Bacteria
trapped inside filter

How can you categorize and then filter feedback?

Helpful

Encouraging

Hurtful

Interpersonal Leader Example

- Creating Change
- Power Dynamics
- Conflict Negotiation
- Supervision
- Organizational Behavior
- Facilitation
- Providing Feedback
- Motivation
- Group Development
- Others' Contributions
- Empowerment
- Advocating for a Point-of-View
- Productive Relationships
- Empathy
- Appropriate Interaction
- Mentoring
- Writing
- Collaboration
- Verbal/Nonverbal Communication
- Listening
- Helping Others

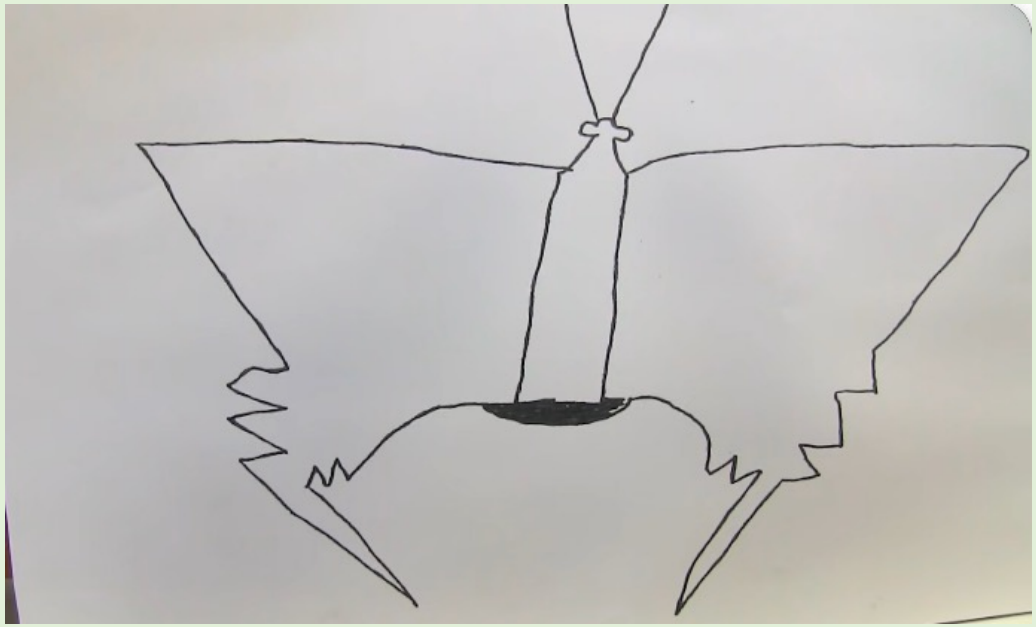
Interpersonal Competencies

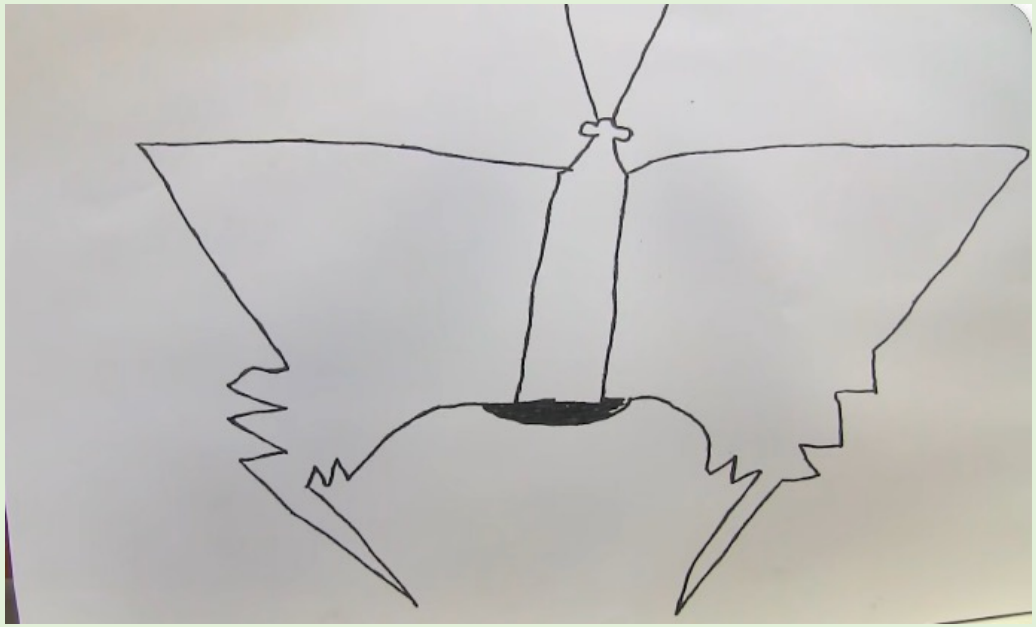
LEADERS GIVE HELPFUL FEEDBACK**

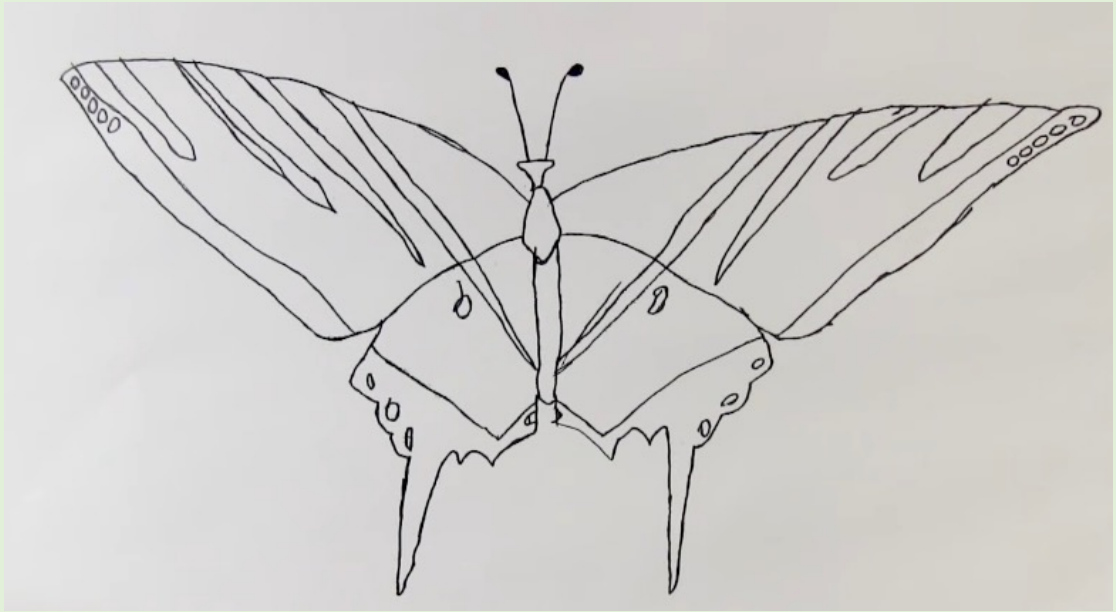
Understanding criteria for good feedback

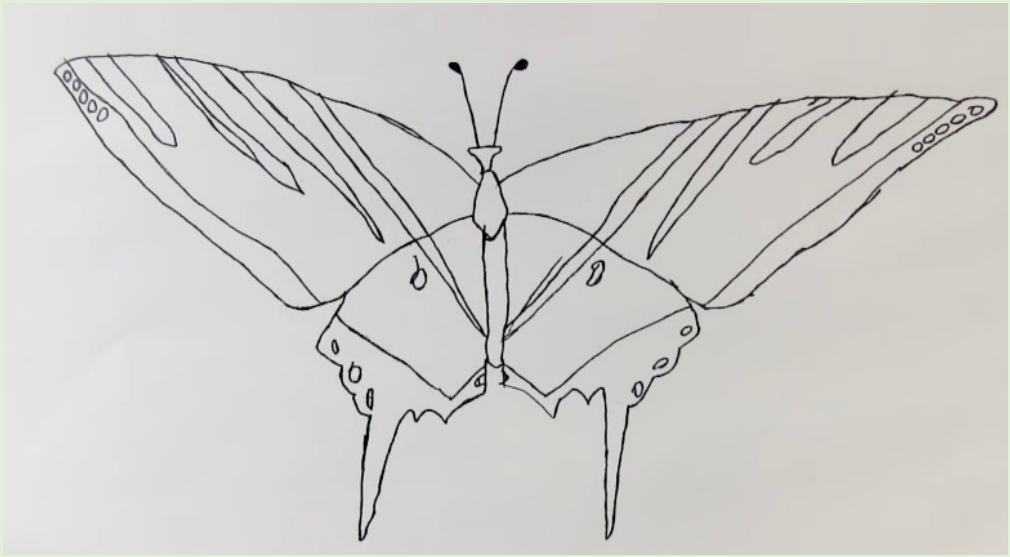
**Part of this activity was modified from this video: https://www.youtube.com/watch?v=E_6PskE3zfQ

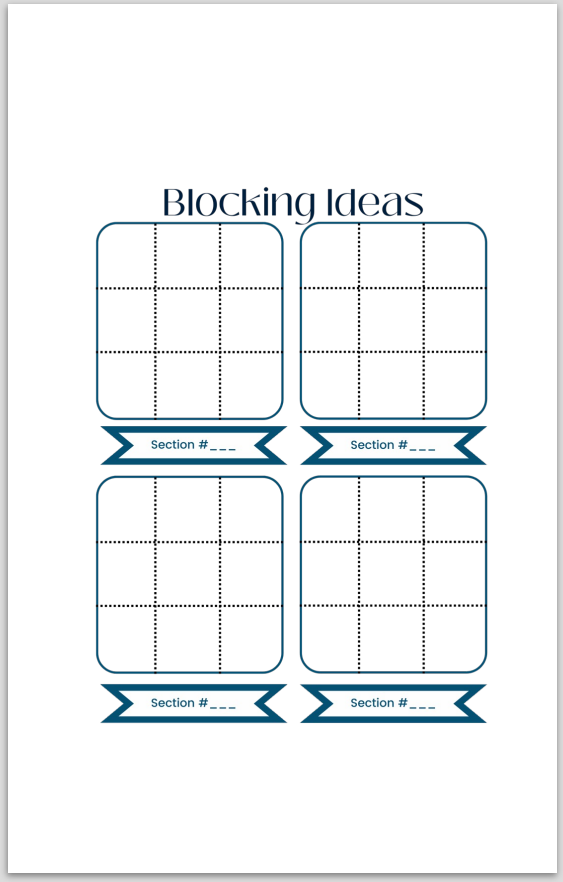
BRILLIANT Storytellers

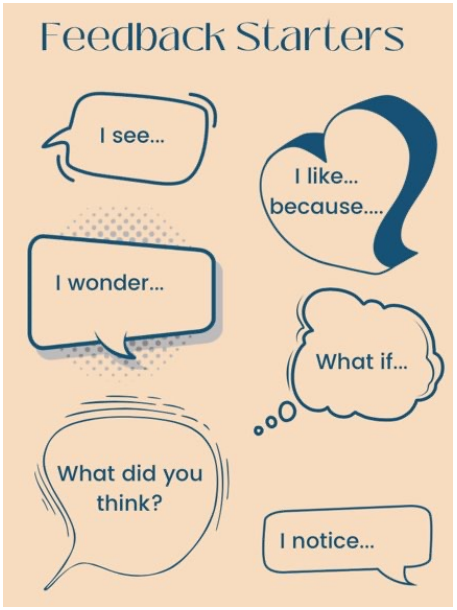


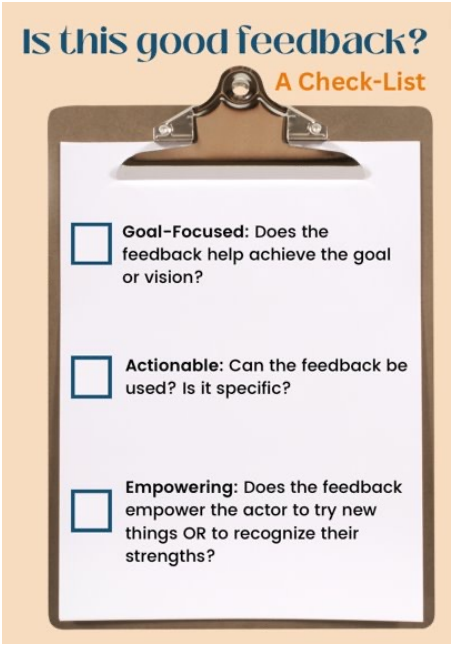


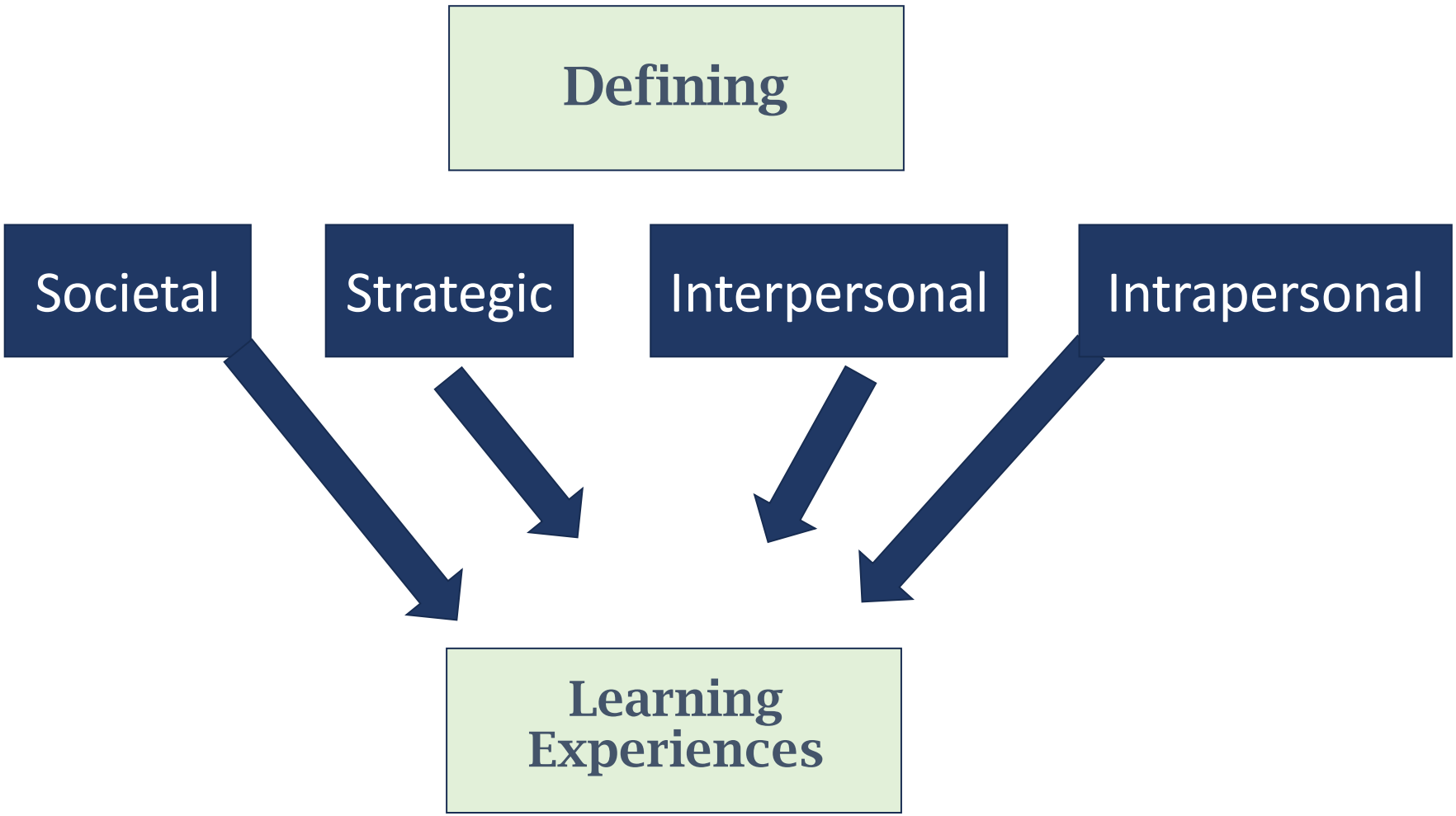


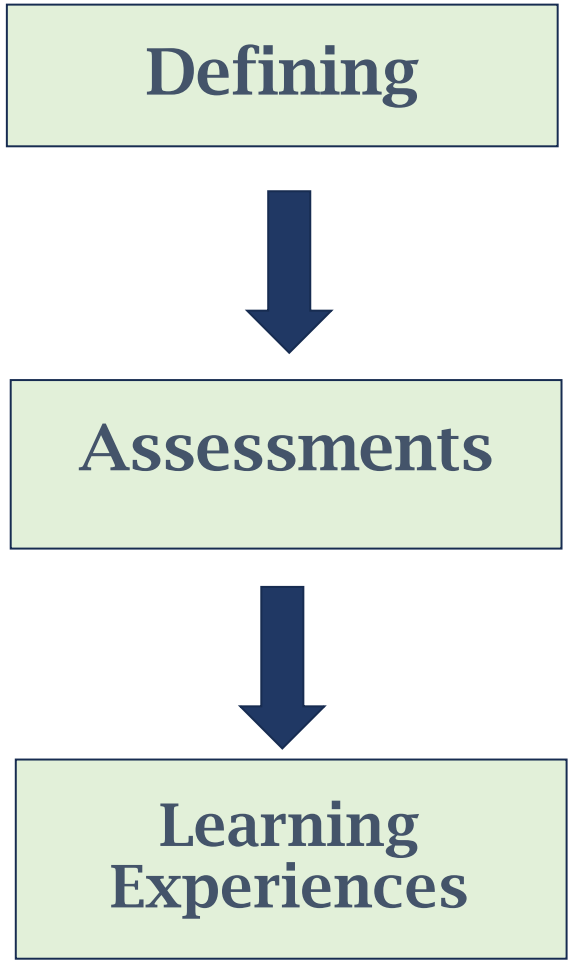



Blocking Ideas
Section #___
Section #___
Section #___
Section #___


Feedback Starters
I see...
I like... because....
I wonder...
What if...
What did you think?
I notice...

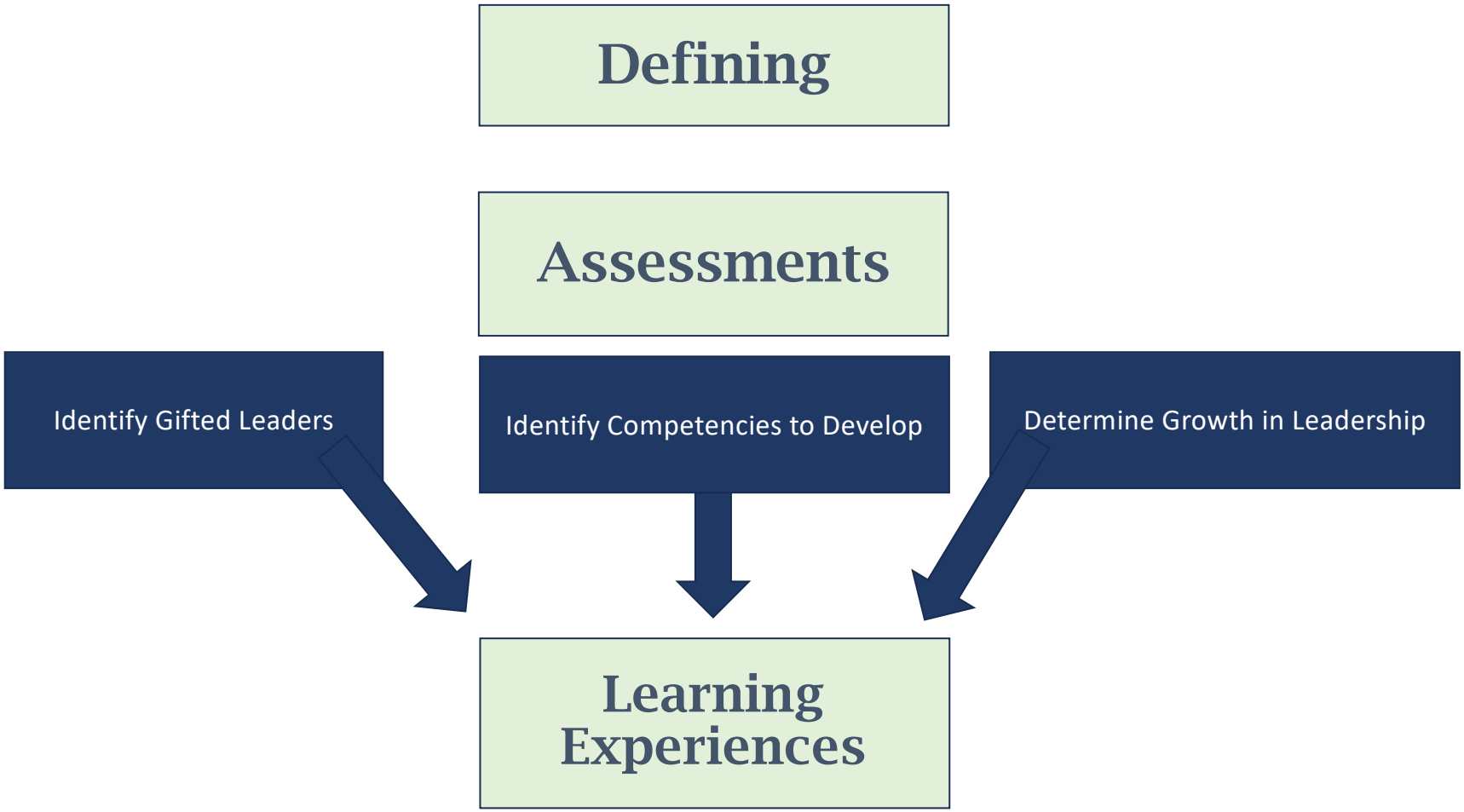

Is this good feedback?
A Check-List
Goal-Focused: Does the feedback help achieve the goal or vision?
Actionable: Can the feedback be used? Is it specific?
Empowering: Does the feedback empower the actor to try new things OR to recognize their strengths?


Defining
Societal
Strategic
Interpersonal
Intrapersonal
Learning Experiences


Defining
Assessments
Learning Experiences

Assessment: Rating Scales and Rubrics

Leadership	Student exemplifies leadership in class with attitude, behavior and work ethic	Student generally displays the characteristics of a leader with attitude, behavior and work ethic	Student rarely displays the characteristics of a leader. Student is generally off task and or has a poor attitude toward work and service	Student has shown no growth a s a leader in attitude, behavior and work ethic.	


Defining
Assessments
Identify Gifted Leaders
Identify Competencies to Develop
Determine Growth in Leadership
Learning Experiences

Development of our Measure

- Hypotheticals vs actual situations
- Play based vs live group decision making

Broad Overview of Story

Broad Overview of Story

Broad Overview of Story

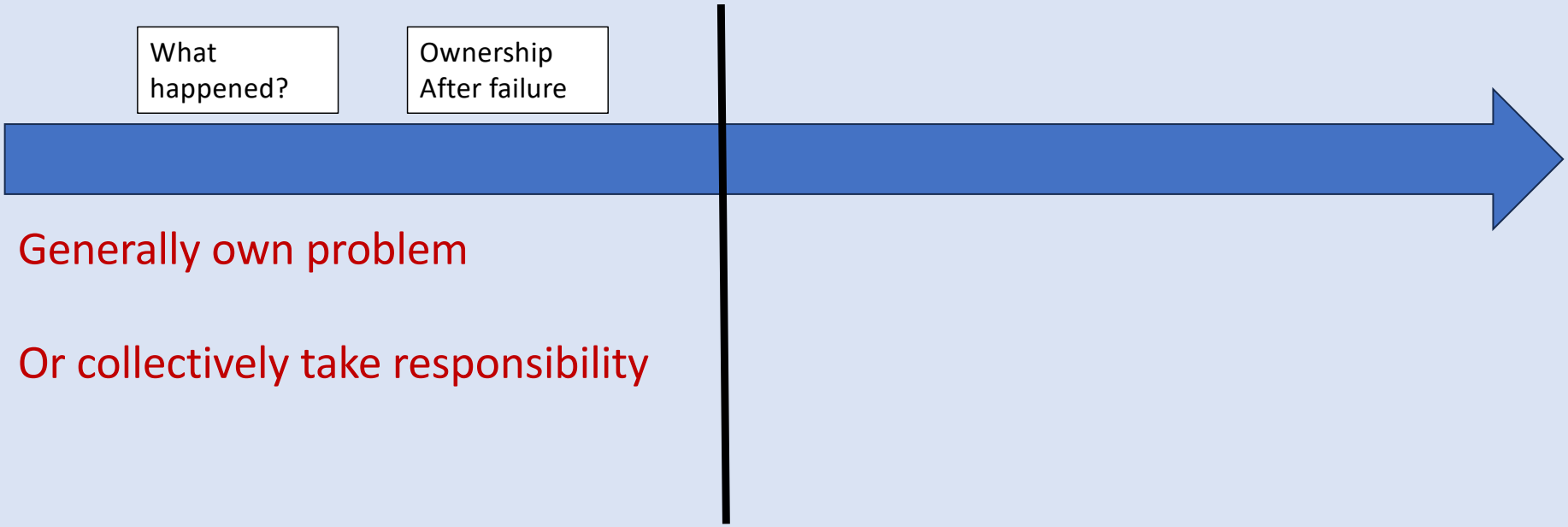
Broad Overview of Story

Broad Overview of Story

What happened?

Ownership After failure

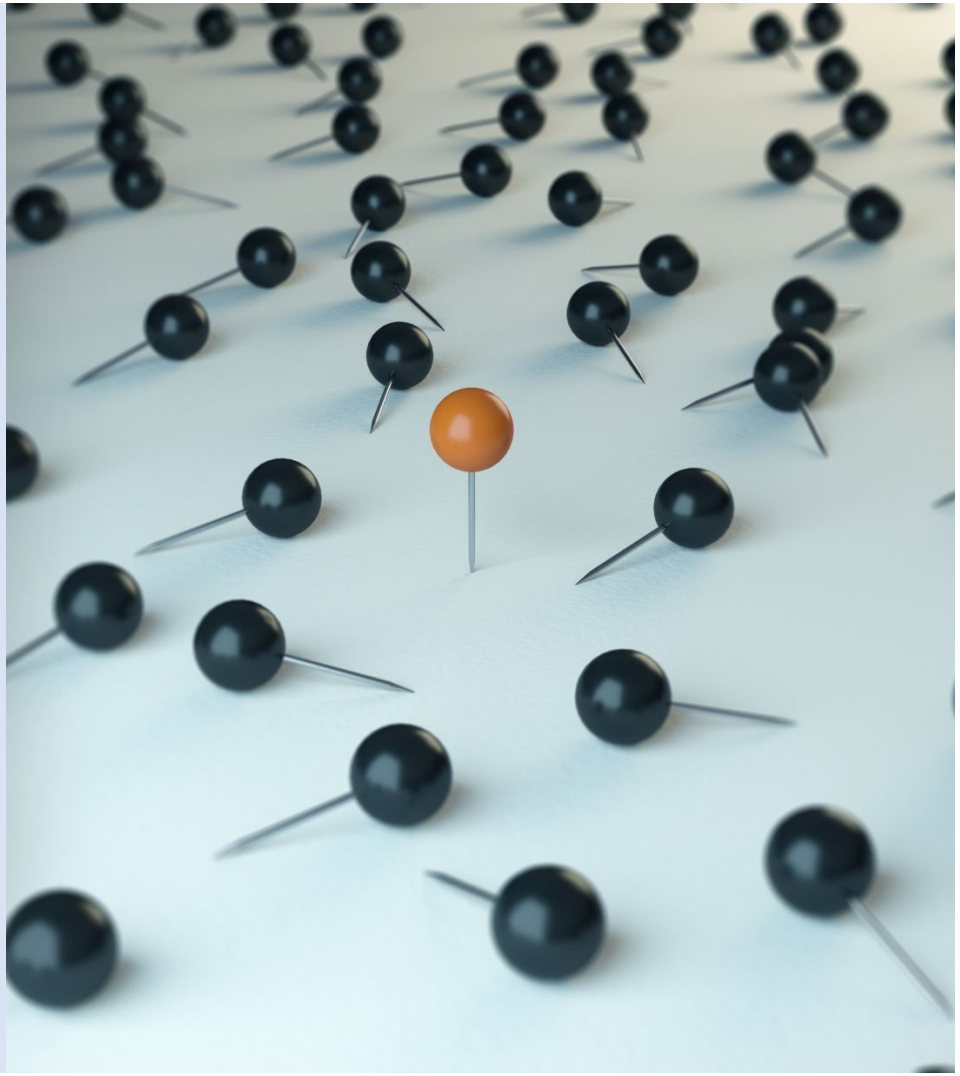
Timeline



- Generally own problem
- Or collectively take responsibility

Insert clip of Micah

- Taking responsibility for group
- Micah- Sync up to 10: 15 "my fault"
- Kolbe –synch 12:30 "all of us"
- Milana 1328 "didn’t do a good job"

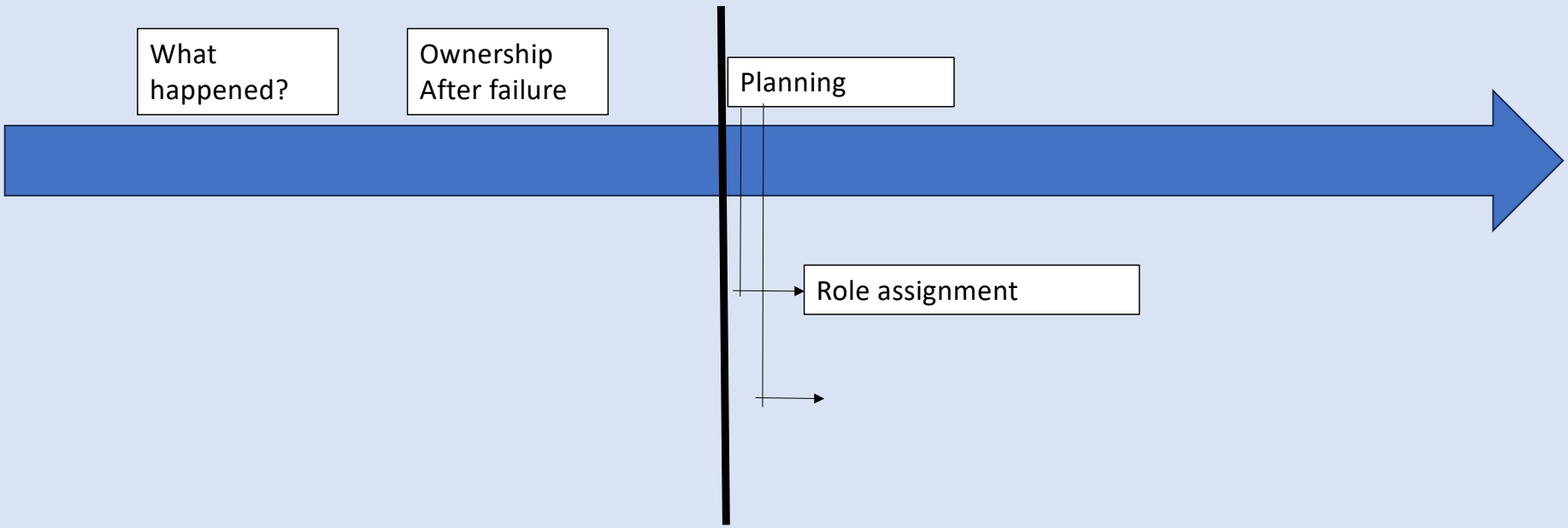


Timeline

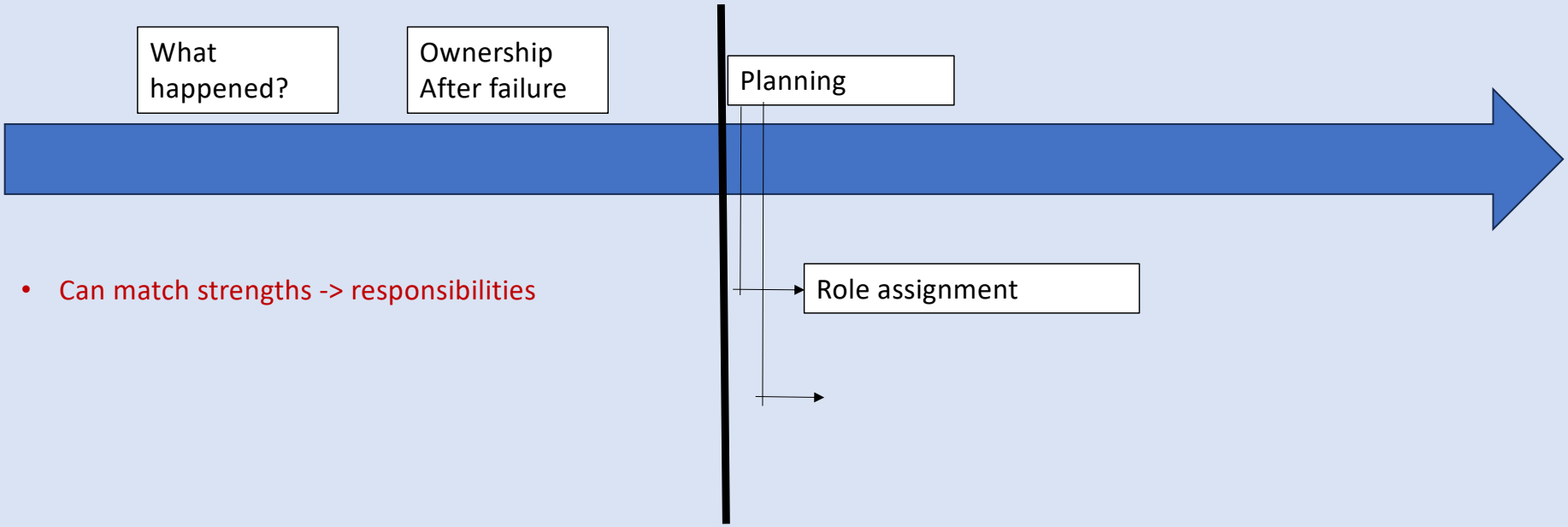
What happened?

Ownership After failure

Timeline

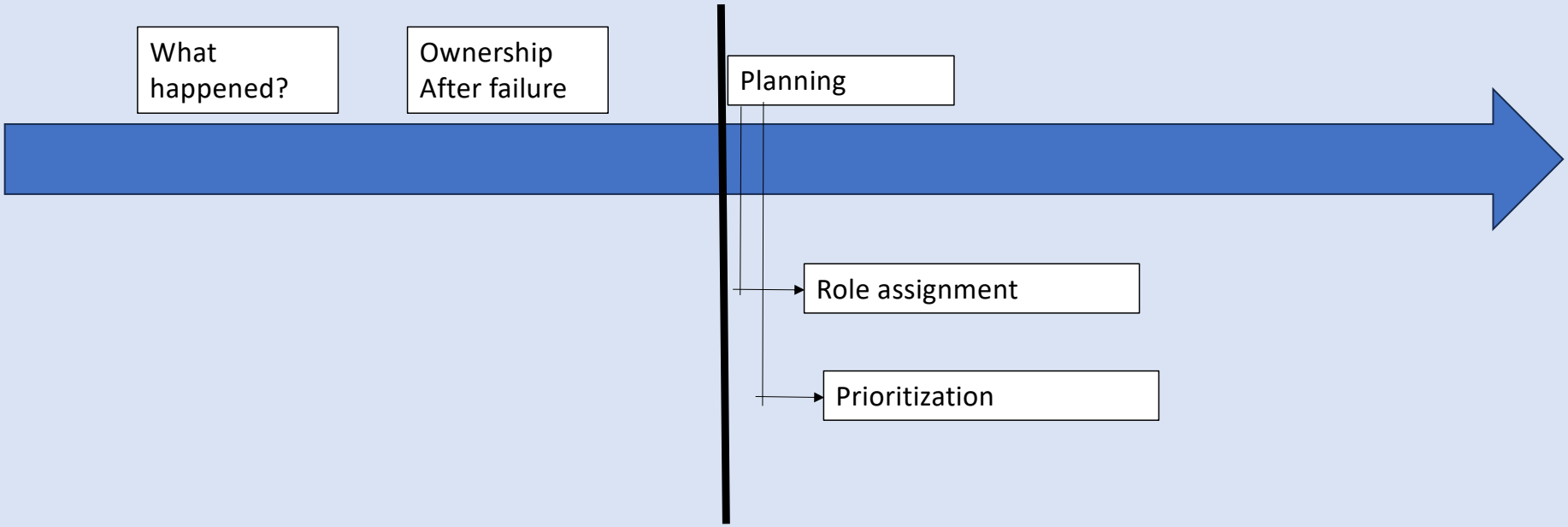

What happened?
Ownership After failure
Planning
Role assignment

Timeline



- Can match strengths -> responsibilities

Timeline

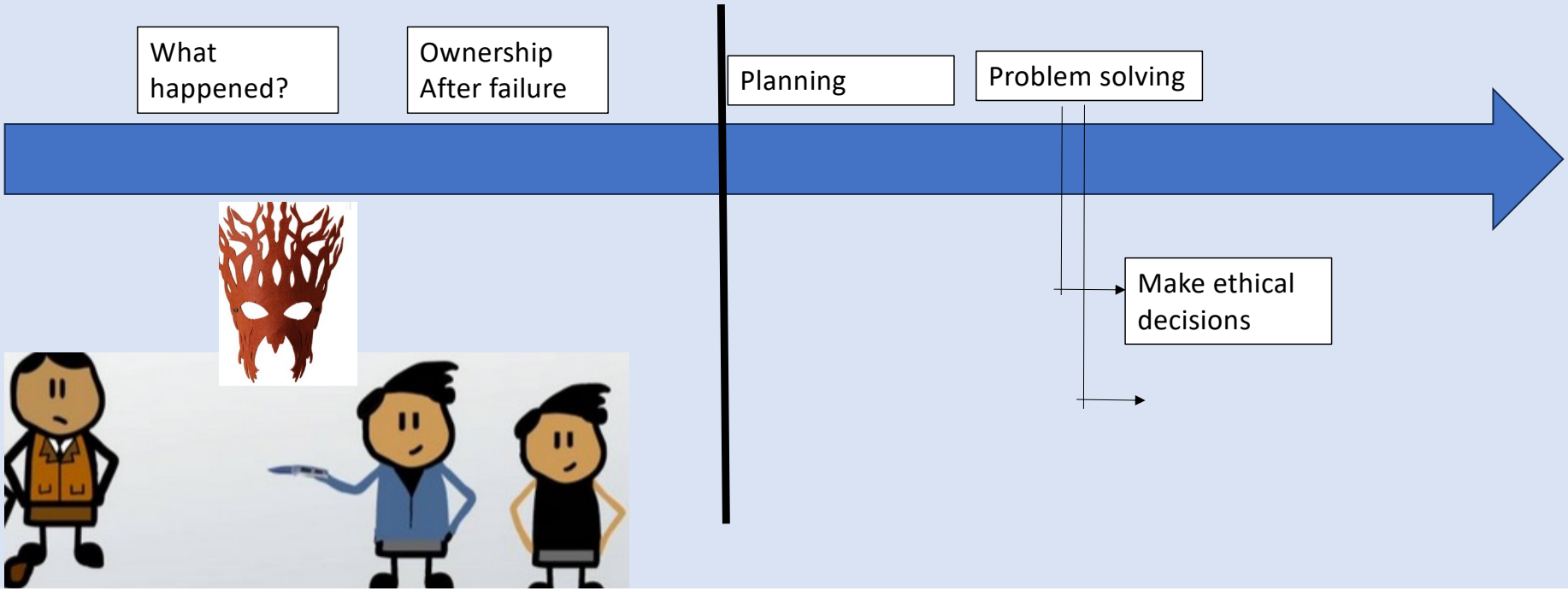

What happened?
Ownership After failure
Planning
Role assignment
Prioritization

Due: 3 days
Fun

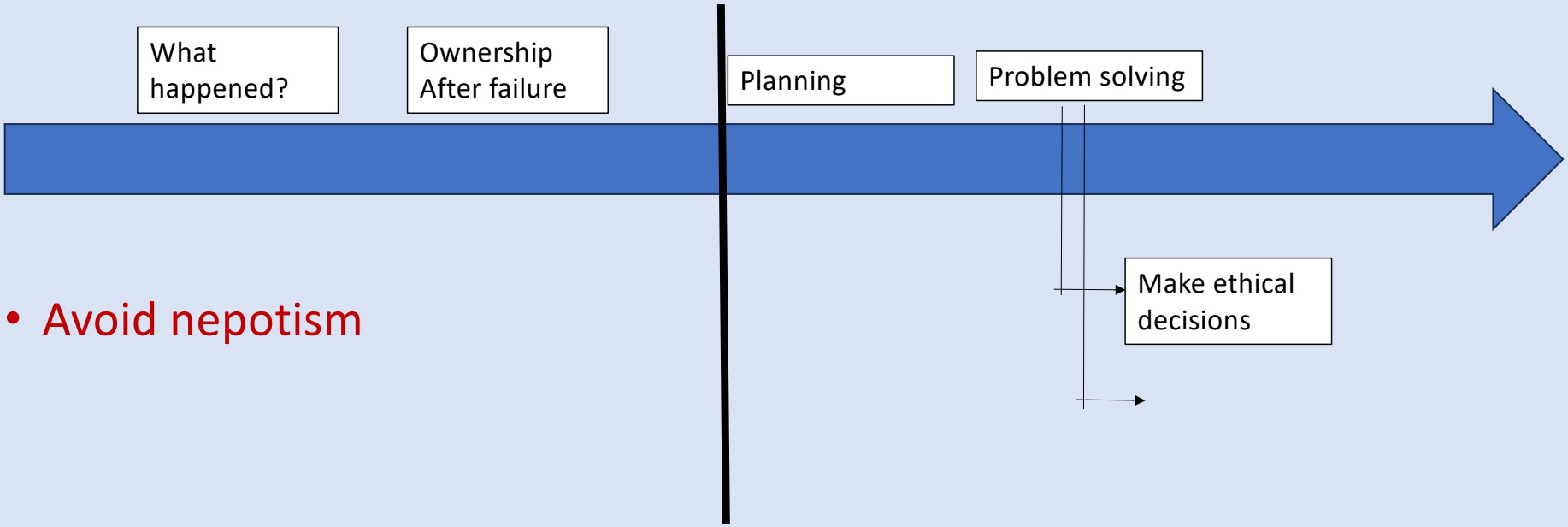
Due: 1 day
Boring

- Milana showing hesitation to make hard decisions live

Timeline

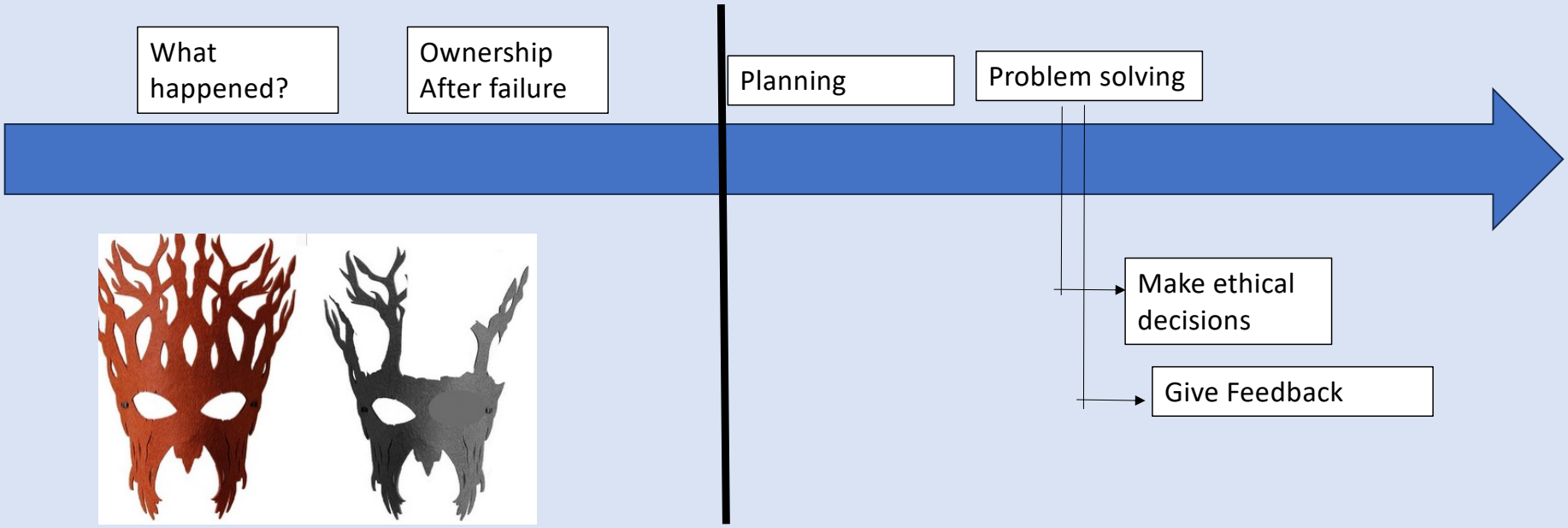

What happened?
Ownership After failure
Planning
Problem solving
Make ethical decisions

Timeline

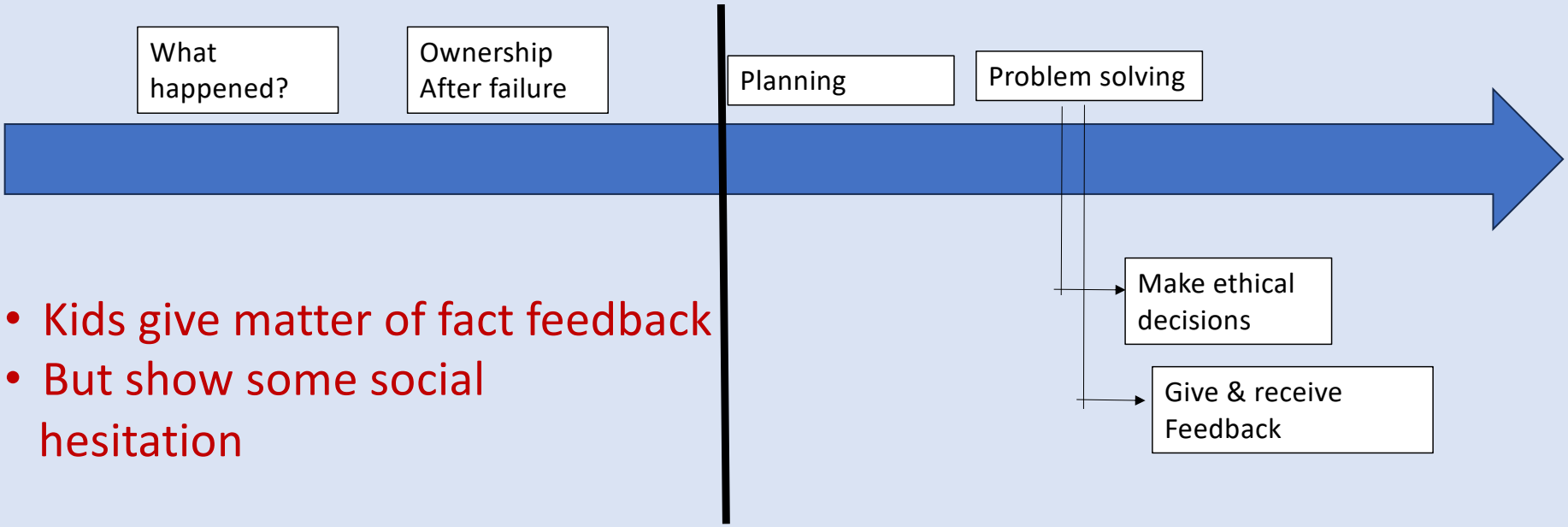


- Avoid nepotism

Timeline


What happened?
Ownership After failure
Planning
Problem solving
Make ethical decisions
Give Feedback

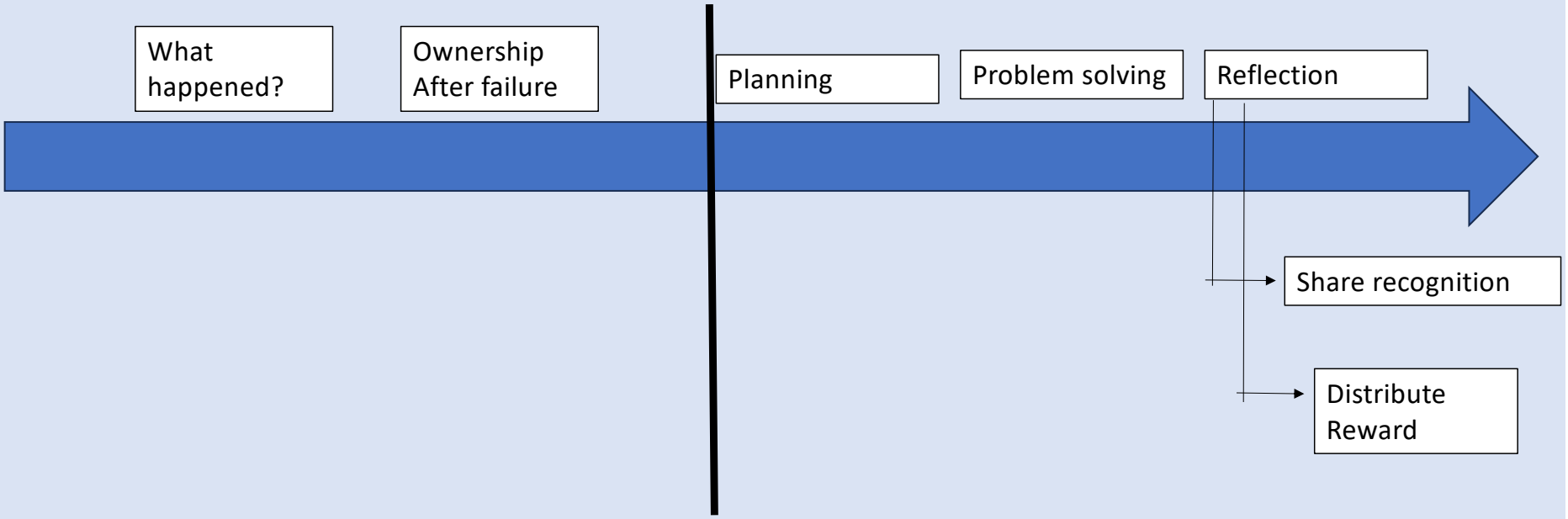
Timeline



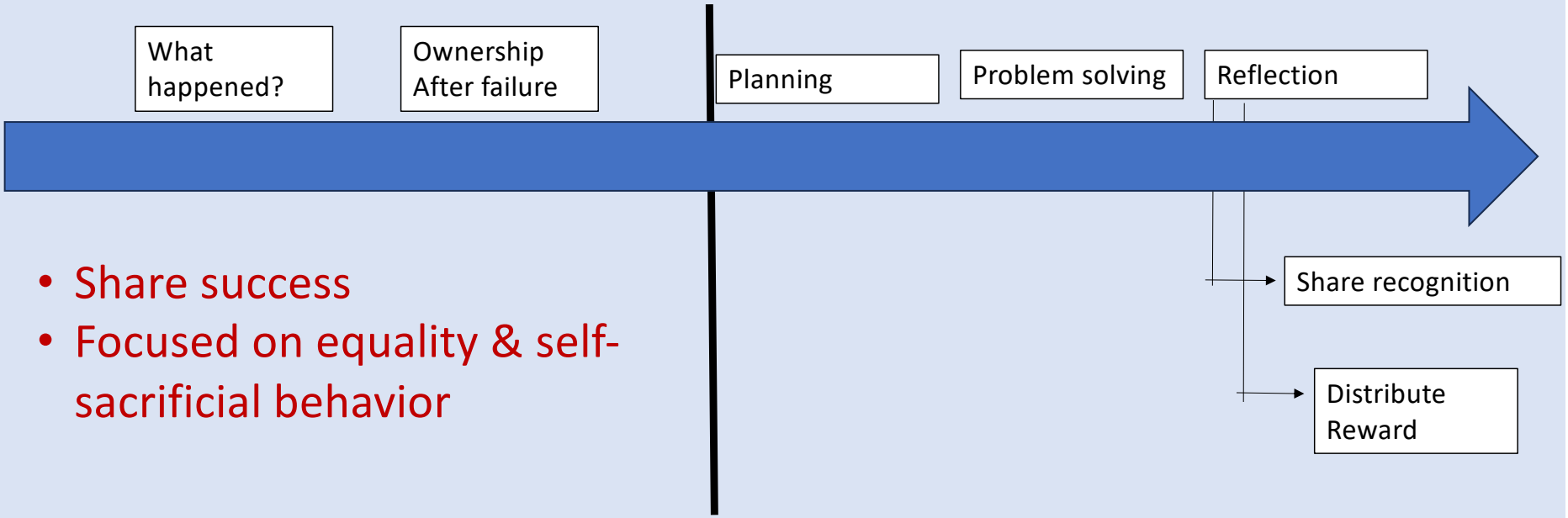
- Kids give matter of fact feedback
- But show some social hesitation

Clip of Kolbe choosing one kid for mask and then providing and feedback

Timeline


What happened?
Ownership After failure
Planning
Problem solving
Reflection
Share recognition
Distribute Reward

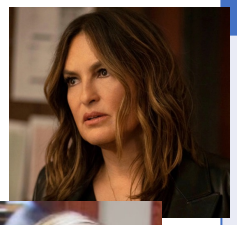
Timeline

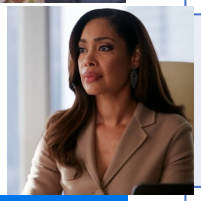


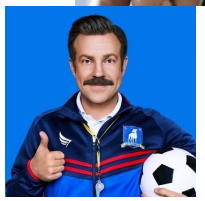
- Share success
- Focused on equality & self-sacrificial behavior

Content Knowledge Vs Usable Knowledge

Conclusion



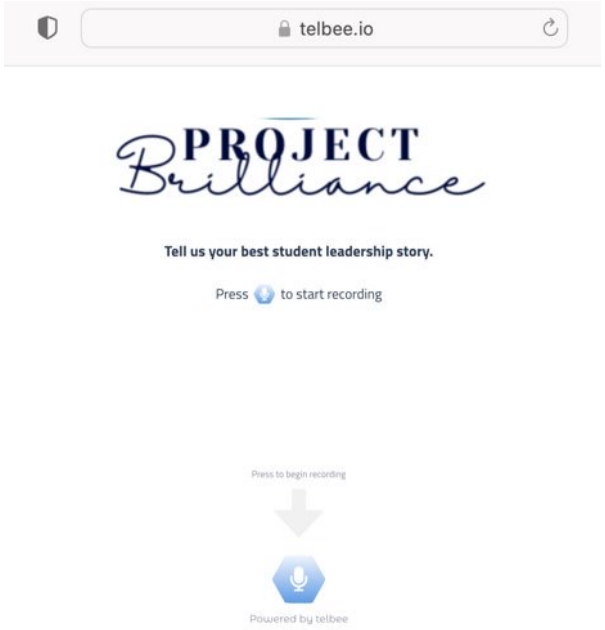




Specific Skills	Sample Lesson Ideas	Project Brilliance Assessment Components
Others' Circumstances	GOTE analysis; Picture dissection	Assigning roles to team members based on strengths
Goal Setting/Planning	Rehearsal Plan; Blocking the Plan	Prioritizing certain tasks
Receiving Feedback	Bin selection (helpful, harmful, encouraging)	TBD
Giving Feedback	Austin's Butterfly; Feedback Starters	Providing feedback on a mask

Seemiller Category	Specific Skills	Sample Lesson Ideas	Project Brilliance Assessment Components

Growth Mindset



Tell your stories!

Questions?

BRILLIANT Storytellers

Resources

bitly

PROJECT Brilliance

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