

**TAMALPAIS UNION HIGH SCHOOL DISTRICT  
Larkspur, California**

**Course of Study**

**LEADERSHIP CLASS**

**I. INTRODUCTION**

**A. Purpose**

This course is intended to provide students with the opportunity to build key leadership skills through student activity planning and organization. The central skills to be developed and refined through this course include responsibility, adaptability, flexibility, planning, communication skills, systems design and analysis, collaboration, problem solving and self-reflection/evaluation. This course is required for all elected student body officers, class officers and commissioners as delineated in the ASB Constitution, but is also open to other students who are interested in leadership skill development and activity planning. The course may be taken as a one semester or two semester class, and may be repeated as necessary or desired. Students will be working in committees to plan activities and to fulfill their individual job responsibilities. The planning of activities serves as the vehicle through which students learn to apply the skills introduced in classroom instruction. In addition, community service learning is seen as a crucial component of the curriculum. This class integrates the concepts learned through other academic courses with true-to-life student activities to provide students with the opportunity to engage in relevant, meaningful learning. In addition, these skills can be linked to post-secondary opportunities, including college or actual work experience.

**B. Course Goals**

This course addresses the TAM 2000 Mission statement by helping students “*realize their individual potential, develop strong moral and ethical values, and participate in our democratic system.*” Additionally, the course contributes to the TAM 2000 long term goal of “*Student Success – preparing our students for lives of personal, academic, and professional growth, achievement and fulfillment.*”

The Leadership class further supports TAM 2000, helping students by “*providing opportunities for and encouraging students to demonstrate individual and collective responsibility, creativity, productivity, and initiative through class, school, and community projects and experiences.*”

The Leadership class also supports the District philosophy by “*involving staff, students, parents, and community leaders in a dynamic and comprehensive teaching and learning process that helps all students achieve their potential within a caring environment.*”

The District's outcomes are integrated in this course. Students take responsibility for their own learning, develop self-confidence and self-esteem, demonstrate pride in their work, enjoy and value learning, foster reliance on a strong sense of personal integrity and ethics, learn to get along with others, and develop an awareness of the impact of their behavior on self and others.

## **II. STUDENT LEARNING OUTCOMES**

Students in the Leadership class will develop intra- and inter-personal skills as demonstrated by:

### Responsibility

Students will:

- Complete all tasks and responsibilities that are assigned in planning an activity
- Complete at least 10 hours of community service
- Fulfill all job responsibilities as delineated in the ASB Constitution
- Set personal and job-related goals and objectives
- Serve as a positive role model

### Adaptability

Students will:

- Be able to change or modify strategies to achieve goals and objectives
- Be able to modify personal leadership style to achieve goals and objectives

### Flexibility

Students will:

- Be able to compromise
- Be willing to change his/her mind
- Be willing to accept another point of view
- Understand that there are various methods available to achieve goals and objectives

### Activity Planning

Students will:

- Set and prioritize goals and objectives
- Make an action plan, including timelines, responsibilities, and benchmarks
- Implement the plan
- Evaluate the completed activity, both orally and in writing

### Communication Skills

Students will:

- Be able to actively listen to others
- Give an effective oral presentation to a group of people
- Write an effective personal or business letter

- Give and receive constructive feedback to others
- Demonstrate knowledge of effective public relations

### Systems Design and Analysis

Students will:

- Demonstrate understanding of the role of the ASB in relation to the mission of the school and the community
- Demonstrate an understanding of the structure and function of the school system in order to achieve an objective

### Collaboration

Students will:

- Engage in active communication and dialogue to get a variety of perspectives and create consensus while working with others
- Use facilitative skills to lead a group discussion or decision by using a variety of techniques such as the interactive method, parliamentary procedure, etc.
- Be able to divide up responsibilities to other students effectively

### Problem Solving

Students will:

- Be able to identify problems and key questions
- Generate and analyze possible solutions
- Agree on the best course of action
- Implement the solution
- Evaluate the results

### Self reflection/evaluation

Students will:

- Identify and assess personal leadership strengths and weaknesses
- Identify and assess core values and beliefs
- Identify and assess dominant leadership style
- Evaluate job performance on a quarterly basis in writing

Each semester the students will complete a self assessment of their Leadership outcome goals and expectations with the teacher. Their goals and expectations should reflect their skill level. Consequently, each semester a student enrolls in Leadership demands a higher standard of skills.

## **III. ASSESSMENT**

### **A. Means of Student Assessment**

Student work will be assessed using a variety of indicators including, but not limited to, the following:

- Leadership notebook

- Reflective journal
- Portfolio
- Service logs consisting of school service and community service
- Evaluations
- Accountability charts
- Vision, mission, and objective statements
- Fulfillment of job responsibilities

#### **B. Means of Course Assessment**

The effectiveness of this course will be regularly monitored using a variety of indicators including, but not limited to, the following:

- Feedback from participating students using both survey and oral debriefing
- Quality of presentations, projects, assemblies, activities and special events

### **IV. METHODS AND MATERIALS**

#### **A. Methods**

This course provides students the opportunity to build key leadership skills through student activity planning and organization. The students will engage in learning information and leadership skills weekly and will utilize those skills when they plan, implement and evaluate class projects. The students will apply concepts and skills learned in other academic courses. Students will be working in committees (standing and ad hoc) to plan activities and fulfill their individual job responsibilities. In addition, the course will utilize ad hoc problems or dilemmas in the school as they arise to teach problem solving skills.

The type and number of the course student activities will depend on the vision, mission, goals and objectives set forth by each semester's class. The instructor must act as an advisor/mentor allowing the students to set the direction for the course and helping them achieve their goals. The course must be taught in a supportive, safe, growth promoting, active learning environment. More experienced students will be asked to teach some of the leadership concepts or skills with the supervision of the course instructor.

The activities may utilize community resources along with teachers, parents, counselors or administrators. Utilizing one to one conferences and written evaluations, students will work with the teacher, their class advisor, another identified "teacher/mentor," and/or a peer to discuss progress, plan for meeting learning outcomes, and resolve problems.

#### **B. Materials**

Depending on the class's overall leadership experience, their self selected goals, and the instructor's evaluation, a list of critical skills and information needed by each semester's leadership students will be developed. A compendium of successful, related learning activities will be created and a suggested bibliography of leadership training manuals and reference materials will be utilized to meet the needs of each semester's students.

#### **IV. GENERAL INFORMATION**

This course may be taken as a one semester or two semester class, and may be repeated as necessary or desired. Each semester the course is taken carries five units of elective credit which can be counted towards the required 220 credits for graduation. The course does not fulfill any specific graduation or college entrance requirement. It does not satisfy a UC "a-f" requirement.

The goal of the Leadership course is to provide extensive initial and supplemental leadership skills. The availability of experienced leadership students strengthens the program and the activities performed. Therefore, the course may be repeated as necessary or desired. Students repeating the course will be expected to meet increasingly higher standards on the student learning outcomes and will be expected to assume greater responsibility as well as demonstrate initiative in developing leadership skills.

Adopted: 1/24/89

Revised: 4/3/96

Reviewed: 3/00