

# Programs with Purpose

National Conference on Student Activities | Austin Texas | December 7, 2013

## *Yardsticks that guide my work...*

- Strategic plan
- State and local priorities
  - AWSP Leadership Framework
  - School District Priorities
- Mission and Money quadrants
- Guiding principles for your organization

## *What are your yardsticks?*

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## Student Leaders and Successful Schools

Student leaders are a part of a school's leadership team. Principals foster success by working to achieve excellence in eight defined framework areas. Student leaders can also be doing positive work in these areas. Though the approaches might be different, the goals are the same: all students in the school achieve academic and social success. For a school to flourish, all the leaders, both student and adult, need to be working toward and thinking about the same goals.



<b>Criteria from the Association of Washington School Principals: Leadership Framework</b>		
<b>Areas</b>	<b>What Principals are asked to do...</b>	<b>What student leaders can be doing...</b>
<b>Creating a Culture</b>	Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.	Create a place where kids <i>want</i> to come to school instead of <i>have</i> to come to school.
<b>Ensuring School Safety</b>	Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.	Stop bullying in its tracks. Principals take care of physical safety; student leaders take care of social safety.
<b>Engaging the Community</b>	Communicate and partner with school community members to promote student learning.	Don't frighten the adults! Make the community feel proud that you are the future.
<b>Closing the Gap</b>	Demonstrate a commitment to closing the achievement gap.	Leave no one behind! Graduate with all of your peers. Be a mentor to younger students.
<b>Planning with Data</b>	Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.	Become the eyes and ears and heart and soul of your school; listen, watch, observe and talk to your principal!
<b>Managing Resources</b>	Manage human and fiscal resources to accomplish student achievement goals.	Be responsible with your Associated Student Body funds. Take care of your school and all of its resources.
<b>Improving Instruction &amp; Aligning Curriculum</b>	Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices. Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals.	Make the job of being a teacher easier by being a role model for others in class. Organize meaningful teacher appreciation events. Learn what you are taught. Be kind to the guest teachers.

## **What Can Student Leaders Do?**

An idea is only as great as the reason you are organizing it. If you have great intentions behind your activities, you are on your way to success. Take a look at all the ideas you have gathered at leadership camp. What areas of the leadership framework could they help to improve?

**Creating a Culture:** Helping your principal establish a school climate where kids feel supported, included and able to develop their full potential. ASB = All Students Belong

**Ensuring School Safety:** Helping your principal establish a school environment where kids are physically, socially and emotionally safe.

**Engaging Communities:** Helping your principal partner with the community to increase the academic and social success for all students. Creating opportunities for positive interaction between the school and members of the community.

**Closing the Gap:** Helping your principal close the achievement gap between the kids who are graduating and meeting standard and the kids who are not.

**Planning with Data:** Helping your principal collect and analyze data to improve the effectiveness of the school system.

**Managing Resources:** Helping your principal utilize the scarce human and fiscal resources available to the school to their fullest.

**Improving Instruction & Aligning Curriculum:** Helping your principal establish a school with a positive academic identity.

# CONTRIBUTING to the LEADERSHIP FRAMEWORK

Project/Event Name: \_\_\_\_\_

Dates, Time: \_\_\_\_\_

Location: \_\_\_\_\_

Organizing Body: \_\_\_\_\_

Student Contact: \_\_\_\_\_

Adviser Contact: \_\_\_\_\_

Description:

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This project/event contributes to the following criteria of the Leadership Framework:

CRITERIA	CONTRIBUTION
<input type="checkbox"/> Creating a Culture	
<input type="checkbox"/> Ensuring School Safety	
<input type="checkbox"/> Planning with Data	
<input type="checkbox"/> Aligning Curriculum	
<input type="checkbox"/> Improving Instruction	
<input type="checkbox"/> Managing Resources	
<input type="checkbox"/> Engaging the Community	
<input type="checkbox"/> Closing the Gap	

## Our Guiding Principles

By being clear about personal and organizational values and by being willing to articulate them, people can engage in meaningful dialogue about their priorities.

### Step 1: What do we do? (Or what should we do?)

Have the group individually brainstorm a list of activities and action that they currently do. This could include large group activities and small actions. Whatever the current or expected work of the group is. Once members have individually created their lists utilize processes such as 1-3-6ing or pair/share to create master lists as appropriate. Bring the group together for further discussion and step 2.

### Step 2: Why do we do this?

As a group determine the purpose of the activities on the list. What are the expected outcome for each item listed. (Sample responses for student activities might include things such as “have fun” or “develop community” or “teach compassion.”) List of **purposes** are recorded on butcher paper next to the listed activities. A conversation could follow to determine whether the activities and events are serving their supposed outcomes.

### Step 3: What do we believe?

At this step the group will transition into establishing a mission or credo. As a group they have determined their actions and motivations in steps 1 and 2. The hope is that these are all based on an underlining belief about the work of the organization.

With that in mind, have participants individually finish the following prompt:

**I believe** \_\_\_\_\_

Possible responses in a student leadership setting might include:

- All students should feel valued at our school
- School should be fun for everyone
- Everyone needs a voice
- We can impact others

Have members share their responses on butcher paper that is labeled **We Believe**.

Discuss whether the items on the list are representative of the whole group (or whether they need to be changed) and how they impact the motivation for the previously listed activities. Once the group has reached agreement move to Step 4.

#### **Step 4: Writing our Guiding Principles**

The purpose of defining a mission or credo is to give a group a guiding principle or principles that would inform their decision making and planning.

The actual writing could take place as a partner activity—statements written in pairs and shared with the group. Once groups read all sentences, key words or phrases can be highlighted and used in a “group write” to finalize the statement.

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Sample guiding principle for high school student leadership team:

“Through positive, constructive activities and dialogue we aspire to create a school culture where all students and staff are valued, encouraged and feel a part of our school community.”