

# Personal Leadership Syllabus

Standards Based Learning

*\*All information within this document is subject to change throughout the course!*

**Course Description:** Have you ever considered your infinite potential? Personal Leadership is designed for freshmen to assist them in their success both in high school and their future careers. This course focuses on the application of leadership skills such as self-awareness, problem solving, effective communication, and teambuilding. Class activities include: parliamentary procedure, personality assessments, leadership styles, leadership challenges, and daily practice in communication skills.

**Contact Information:** Mrs. Thielman [thielmana@chilton.k12.wi.us](mailto:thielmana@chilton.k12.wi.us) 920-849-2358 ext. 4316

**Materials Needed:** Chromebook, notebook or binder, and writing utensil

**Office Hours:** 3:15-4:00 by appointment

## **Classroom Expectations:**

1. Be nice to everyone
2. Use school appropriate language
3. Be respectful to others-especially during presentations and discussions (no talking when others are talking)
4. Class begins and ends with you in your assigned seat. After the 3<sup>rd</sup> tardy, detentions will be issued.
5. Students are responsible for their own actions. Any harm caused to the animals or equipment will result in removal from the class.
6. If you are absent, you are responsible for getting any missed assignments and notes from class. Missed assessments must be made up outside of class time.
7. [CHS Smart Devices Policy](#) will be enforced. Devices are to be placed in the bin on the counter upon entrance to the classroom.
8. [CHS Academic Dishonesty Policy](#) will be enforced.

## **Consequences**

1. Verbal warning
2. Detention
3. Detention, parent contact
4. Detention, parent conference with student and instructor
5. Conference with student, parent, instructor, and principal

## **Course Credit:**

**To earn credit for the Personal Leadership course, students must:**

1. Complete all coursework and be free of any Incomplete (INC) scores.
2. Earn an overall 2.08 in the Chilton Standards, without any standards scored at a 1.

## **Scoring:**

Personal Leadership is focused on *applying* leadership skills, therefore, skills are anticipated to improve throughout the course. All work and assignments must be completed prior to an assessment taking place.

Scores will be issued for each of the Learning Standards. Learning Standard Scores will be computed by using the most recent score. The Learning Standard Scores will then be averaged to attain the Chilton Standard scores. Reassessment opportunities will be available. All original assessments, rubrics, and feedback must be turned in prior to the reassessment.

Respect & Responsibility are Employability Standards and therefore, they are scored, but not computed into the overall academic grade.



### **Chilton Standards**

1. Demonstrate Independence Through Questioning & Perseverance
2. Construct Viable Arguments Through Evidence
5. Obtain, Evaluate, & Communicate Information
6. Understand & Respond to Varying Audiences, Cultures, Perspectives & Purposes
7. Respect & Responsibility (Employability Standards)

### **Learning Standards**

1. Self-Awareness
2. Problem Solving
3. Communication
4. Parliamentary Procedure
5. Leadership & Teamwork
6. Mechanics

### **Reassessment Policy:**

Reassessments are available for students who did not meet standards and wish to demonstrate their ability to do so. Reassessments are not meant to be used as a regular practice by a student or as a substitute for effort. Reassessments must be completed prior to the last 5 days of the term.

### **Reassessment Steps:**

1. Complete a Reassessment Form and turn into the instructor within 5 school days of receiving the original work back.
2. In order to reassess, all assigned work for the topic/unit must be completed prior.
3. Original work and rubric/feedback must be attached to the Reassessment Form.
4. Reassessment scores will REPLACE original scores-even if they are lower.
5. Reassessment opportunities are at teacher discretion for the ability to reassess, the scheduled time of reassessment, the type of reassessment and whether it is a group or individual reassessment. Leadership Challenges may or may not be reassessed based on teacher discretion. Additionally, Challenges may or may not be changed.
6. The instructor will review the Reassessment form and determine what additional work is needed to proceed. Instructor will discuss this with the student and if deemed approved, a reassessment will be scheduled. Student cancelled reassessments may or may not be rescheduled.

*I (Student & Parent) have read the Personal Leadership course syllabus and understand the following components of the class. I (Student) also agree to follow the expectations set forth: (Please initial each below)*

- \_\_\_\_ *The Chilton & Learning Standards that will be assessed*  
\_\_\_\_ *The way in which the Chilton Standard score is computed*  
\_\_\_\_ *The way in which the Learning Standards are computed*  
\_\_\_\_ *The Reassessment Policy*  
\_\_\_\_ *The Academic Dishonesty Policy*  
\_\_\_\_ *The Smart Devices Policy*  
\_\_\_\_ *The Classroom Expectations*

\_\_\_\_\_  
*Student Signature:*

\_\_\_\_\_  
*Date:*

\_\_\_\_\_  
*Parent Signature:*

\_\_\_\_\_  
*Date:*



## **Opportunities for Notoriety:**

Students are encouraged to earn notoriety through additional opportunities such as: 1. Course Selections, 2. Accepting a leadership role in an organization or athletic team, 3. Consistently meeting expectations in Employability Skills.

## **Personal Leadership Standards and Learning Targets: [PL SBL Standards](#)**

### **1. Demonstrate independence through questioning and perseverance**

#### **A. Self-Awareness**

- a. *Students will identify personal strengths, aptitudes & passions*
- b. *Students will show self-direction and initiative*
- c. *Students will show reflection on self and actions*

### **2. Construct viable arguments through evidence**

#### **A. Problem Solving**

- a. *Students will demonstrate effective brainstorming, decision making, problem solving, creativity and goal setting*

### **5. Obtain evaluate and communicate information**

#### **A. Communication**

- a. *Students will communicate effectively and collaborate with others to accomplish tasks and develop solutions to problems and opportunities*
- b. *Students will utilize effective listening skills when working with others*
- c. *Students will communicate to generate consensus*
- d. *Students will lead a team or group through a conflict resolution process to reach a productive outcome*
- e. *Students will utilize proper written communication skills as necessary*

#### **B. Parliamentary Procedure**

- a. *Students will apply parliamentary procedure to an appropriate situation*

### **6. Understand and respond to varying audiences, cultures, perspectives and purposes**

#### **A. Leadership & Teamwork**

- a. *Students will implement leadership and teamwork skills to accomplish team goals & objectives*
- b. *Students will apply teamwork skills to achieve collective goals and use team members/ talents effectively*
- c. *Students will exhibit skills such as: service, listening, coachability, cooperation, respect for others' opinions, adaptability and conflict resolution*
- d. *Students will apply conflict management skills to help facilitate solutions*
- e. *Students will apply teamwork processes that provide team building, consensus, continuous improvement,*
- f. *Students will interact effectively with others in similar and diverse teams*
- g. *Students will display evidence of being an active, positive contributor to a team*

#### **B. Mechanics**

- a. *Students will utilize correct and proper mechanics in all written work-to include spelling, grammar and vocabulary usage*



## 7. Employability Skills: Respect & Responsibility

- A. **Respect:** Shows respect for other students
- B. **Responsibility:** Shows responsible use of class time

### Assessments:

The following is a list of the above standards and the number of assessments for each throughout the course.

*\*Assessment numbers may or may not change, due to teacher discretion.*

#### **Self-Awareness: 8 + Summative Assessments (multiple challenges)**

- \*Myer Briggs                      \*Video Analysis                      \*Quote Facilitation                      \*Leadership Style
- \*Reflective Journaling   \*Leadership Certificate   \*Leadership Challenges                      \*Daily Oral Responses

#### **Problem Solving: 5 + Summative Assessments (multiple challenges)**

- \*Leadership Island                      \*Leadership Challenges   \*Leadership Certificate                      \*Quote Facilitation
- \*Parliamentary Procedure Summative (Test)

#### **Communication: 10 + Summative Assessments (multiple challenges)**

- \*Parliamentary Procedure Summative (Test)                      \*Leadership Island                      \*Video Analysis
- \*Leadership Style                      \*Myer Briggs                      \*Leadership Challenges                      \*Quote Facilitation
- \*Leadership Certificate   \*Reflective Journaling   \*Daily Oral Responses

#### **Parliamentary Procedure: 1 Summative Assessment with formative assessments regularly**

- \*Parliamentary Procedure Summative (Test)

#### **Leadership & Teamwork: 10+ Summative Assessments (multiple challenges)**

- \*Parliamentary Procedure Summative (Test)                      \*Leadership Island                      \*Leadership Style
- \*Video Analysis                      \*Myer Briggs                      \*Reflective Journaling                      \*Leadership Challenges
- \*Leadership Certificate   \*Quote Facilitation                      \*Daily Oral Responses

#### **Mechanics: all written work 5 Summative Assessments**

- \*Leadership Styles                      \*Video Analysis                      \*Myer Briggs                      \*Leadership Certificate
- \*Reflective Journaling: Habitudes

