Standards Based Leadership

Background: In 2017, the CADA Board charged its members of the Curriculum and Resources Committee with the task of revising the standards to meet the more rigorous demands placed on student leadership programs, as well as reflect changes in education like the Common Core State Standards, social-emotional learning, digital citizenship, and service learning.

S/O to the committee that worked diligently to bring these revisions to the 2001 Framework: Lisa Walters, Leslie Loewen, Margaret Noroian, Lindsey Charron, Allison Gadeke, Jeff Culver, and Ron Ippolito, as well as Lorraine Martinez and Melissa Edsall.

Say It (feat. Trove Lo)
Flume, Tove Lo
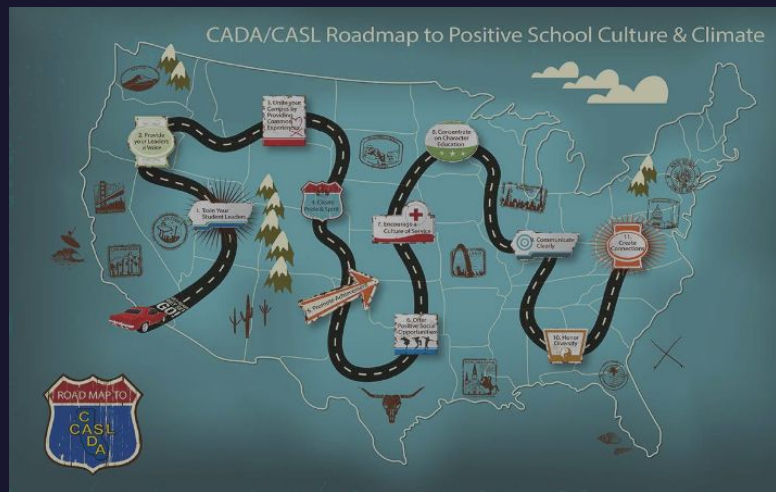
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CADA Roadmap

1. Train your student leaders (but first, train the leader of these leaders).
2. Provide your leaders a voice in their school
3. Unite your campus by providing common experiences
4. Create pride and spirit
5. Promote achievement
6. Offer positive social opportunities
7. Concentrate on Character Education.
8. Communicate Clearly
9. Honor Diversity
10. Create Connection

CADA/CASL Roadmap to Positive School Culture & Climate

"We strive to do many if not all of these things daily in our programs & classes, but the standards offer a framework of growth for ourselves and our students!"

Say It (feat. Trove Lo)
Flume, Tove Lo

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CADA Standards

Six Core Standards: (See handout for details)

- Communication
- Personal & Social Development
- Civic & Service Learning
- Government
- Business & Finance
- Technology & Digital Citizenship.

Download CADA Wall Placard Standards by clicking HERE!

Say It (feat. Trove Lo)
Flume, Tove Lo

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State of California Student Leadership Standards

COMMUNICATION

Standard 1: Written Communication
1. The student leader applies knowledge of proper tone, formatting, and the appropriate use of business or friendly letters.
2. The student leader applies knowledge of proper tone, formatting, and the appropriate use of business or friendly email.
3. The student leader prepares and presents committee reports.
4. The student leader uses appropriate tone and language when giving written feedback.
5. The student leader creates a résumé and/or portfolio.
6. The student leader organizes, writes, and publishes attention-grabbing messages suitable for the occasion and audience.
7. The student leader creates an invitation suitable for the occasion and audience.
8. The student leader creates a press release.
9. The student leader creates an auto-dialer and/or telephone message script.
10. The student leader creates eye-catching, effective posters and flyers.
11. The student leader creates eye-catching, effective social media messages.
12. The student leader plans and organizes a meeting agenda using appropriate format.
13. The student leader creates and sends personalized thank you notes.

Standard 2: Interviewing Skills
1. The student leader researches and investigates the mission and vision of the organization, as well as the desired position.
2. The student leader identifies areas of personal strength and growth.
3. The student leader anticipates possible interview questions and rehearses potential responses.
4. The student leader demonstrates appropriate and professional appearance.
5. The student leader exemplifies confidence and attentiveness.
6. The student leader prepares and asks valuable questions.
7. The student leader actively listens and responds during the interview process to demonstrate understanding.

Standard 3: Public Speaking
1. The student leader acknowledges the audience and purpose of the occasion and adapts speech and content accordingly.
2. The student leader plans and executes accurate pace and timing.
3. The student leader utilizes standard microphone procedures.
4. The student leader uses appropriate volume, tone, emphasis, and diction.
5. The student leader utilizes effective body language and eye contact.
6. The student leader demonstrates a variety of techniques to connect with the audience and to maintain the audience's attention.
7. The student leader effectively incorporates a variety of media and/or realia into speech content when applicable.

Standard 4: Crowd Management
1. The student leader understands the importance of providing a safe location.
2. The student leader demonstrates knowledge of appropriate comments to encourage cooperation.
3. The student leader acknowledges when and who to talk to for questions and assistance.
4. The student leader plans ahead for potential problems.
5. The student leader has the opportunity to try the process again and again.
6. The student leader prepares location and manpower.

Standard 5: Conflict Resolution
1. The student leader identifies the presence of a conflict and determines whether it is an individual or group conflict.
2. In an individual conflict, the student leader utilizes active listening techniques, acknowledges their role in the conflict, and reaches mutual agreement on a path forward.
3. In a group conflict, the student leader identifies individuals' roles in the conflict, utilizes active listening techniques with the group, acknowledges their own role in the conflict, and reaches group consensus on a path forward.
4. The student leader seeks out adult (advisor, counselor, administrator) intervention when appropriate.
5. The student leader provides a forum for discussion surrounding problems that the school population may be facing.
6. The student leader seeks out opportunities for the school community to share problems and concerns.
7. The student leader considers diverse ideas, synthesizes viewpoints, and analyzes claims and evidence on all sides of an issue when considering possible solutions.

Standard 6: Evaluation and Feedback
1. The student leader acknowledges the value of feedback for both personal and organizational growth.
2. Following an activity, the student leader reflects upon the activity's successes and areas for growth through an individual, small group, whole group, and/or school evaluation process.
3. The student leader uses appropriate tone and language to provide constructive written and oral feedback.
4. Periodically, the student leader evaluates the job performance of their leadership peers to provide both personal and organizational growth.
5. The student leader seeks out evaluation and feedback from previous events to inform the planning and implementation of future events.

Standard 7: Interpersonal Skills
1. The student leader acknowledges the value of teamwork and consensus building in all aspects of student leadership.
2. The student leader understands the difference between passive and active listening.
3. The student leader practices active listening skills, including facial expression, eye contact, posture, summarizing, and eliminating distractions.
4. The student leader articulates their own point of view and utilizes active listening to hear others' points of view to arrive at a mutual decision.
5. The student leader treats others with compassion and empathy.
6. The student leader communicates feelings using "I" statements.
7. The student leader practices problem solving skills, including identifying the problem, soliciting possible solutions from members of the leadership team, and then implementing an agreed-upon solution.
8. The student leader utilizes a combination of traditional, non-traditional, and other creative approaches to idea generation, activity planning, and problem solving.
9. The student leader takes initiative by assessing where a need exists, and assisting without being asked, when appropriate.
10. The student leader acknowledges and celebrates the strengths and accomplishments of others.

Standard 8: Goal Setting, Feedback, and Evaluation
1. The student leader sets short-term and long-term personal goals.
2. The student leadership team sets attainable goals to improve school culture and climate.
3. The student leader creates a plan of action for achieving goals.
4. The student leader creates timelines for meeting goals and monitors progress to ensure on-time completion.
5. The student leader self-evaluates, solicits peer and advisor feedback, and makes adjustments to goals, behavior, and processes as necessary.
6. The student leader gives feedback to peers in a positive and constructive manner.

Standard 9: Social and Emotional Learning
1. The student leader identifies emotions, thoughts, and values that impact behavior and self efficacy.
2. The student leader analyzes one's strengths and areas of improvement to develop a validated self-perception, self-competence, and growth mindset.
3. The student leader will practice self-management by regulating thoughts, emotions, and behaviors in various situations as they relate to stress, motivation, discipline, and impulse control.
4. The student leader makes informed decisions about behavior and social interactions that consider the consequences of one's actions and the well-being of oneself and others.
5. The student leader establishes and maintains healthy relationships with the student leadership team, the student body, and adults.
6. The student leader resists inappropriate social pressure.
7. The student leader negotiates conflict constructively.
8. The student leader seeks and offers help when needed.
9. The student leader identifies differing social and cultural norms and then raises awareness of those norms to promote acceptance and inclusion.
10. The student leader acknowledges differing backgrounds (cultural, religious, geographic, special needs, socio-economic, gender identity, sexual orientation) and includes diverse perspectives to promote an inclusive school culture.

CIVIC & SERVICE LEARNING

Standard 1: Civic and Community Engagement
1. The student leader develops partnerships with various student, school, parent, and community groups.
2. The student leader identifies the financial restrictions and guidelines of other organizations.
3. The student leader recognizes the value of membership in, and/or partnership with, associations—groups of people organized for a joint purpose.
4. The student leader analyzes different forms of civic activism and ways in which citizens can effect change in society.

Standard 2: Service Learning Strategies
1. The student leader recognizes the difference between service learning and community service.
2. The student leader assesses the needs of the community by reaching out to community leaders and local government.
3. Utilizing academic skills, the student leader researches various solutions to a local need, and integrates academic research into a service learning study.
4. The student leader develops and implements a research-based plan of action to address a specific community need.
5. The student leader seeks both school and community feedback to evaluate and reflect upon the impact of the project.

Standard 3: Community Service
1. The student leader establishes relationships with community leaders and community groups to help address a community need.
2. The student leader participates in a service activity or project to serve a specific need of others.
3. The student leader experiences and recognizes the benefit of serving others.
4. The student leader demonstrates empathy for, and an awareness of social, cultural, and societal norms for diverse locations and populations.

PERSONAL & SOCIAL DEVELOPMENT

Standard 1: Group Dynamics
1. The student leader acknowledges different personality types and how to work together in an all-inclusive group setting.
2. The student leader appreciates the diversity of others, and the value of representing a diverse student body.
3. The student leader assumes a leadership role in an activity or group work that allows them to facilitate and direct the group's activities.
4. The student leader serves as a participating member of a group.
5. The student leader enlists others to share a common vision.
6. The student leader celebrates accomplishments and recognizes the contributions of others.
7. The student leader delegates authority when appropriate.
8. The student leader recognizes and utilizes various models of decision-making (e.g., authoritative, consensus, democratic, individual)
9. The student leader considers diverse ideas, synthesizes viewpoints, and analyzes claims and evidence on all sides of an issue when considering possible solutions.
10. Once made, the student leader supports decisions of the group.

GOVERNMENT

Standard 1: Authority and Governance
1. The student leader identifies the purpose and function of government, the scope and limits of authority, and the principle of "consent of the governed."
2. The student leader acknowledges the relationship of power and authority between the student body organization, school staff, school district governing board, and state legislature.
3. The student leader learns the chain of command that exists within their school and their student body organization.
4. The student leader reviews and/or creates a constitution and bylaws for the student body.
5. The student leader contributes to committees and/or councils and recognizes how the committees and/or councils benefit the student leadership team.
6. The student leader acknowledges the right of students to form student clubs and organizations in accordance with district, state, and federal policies.

Standard 2: Procedures
1. The student leader recognizes the ethical and legal implications of following or not following established procedures, rules, regulations, agreements, and contracts.
2. The student leader contributes to the creation of rules, regulations, agreements, and contracts for student-led activities.
3. The student leader follows the established chain of command protocol for the student leadership team, the school, and the school district.

Standard 3: Elections and Appointments
1. The student leader can articulate the purpose of a representative government and the workings of a democracy.
2. The student leader campaigns and markets fairly in accordance with the school constitution and bylaws.
3. The student leader practices positive marketing and campaigning.
4. The student leader constructs a campaign speech or presentation and/or participates in an interview process.
5. The student leader chosen to participate on a selection committee shall practice fairness, impartiality, open-mindedness, and confidentiality during and after the selection process.

Standard 4: Effective Meetings
1. The student leader utilizes the principles of group dynamics in meeting protocols.
2. The student leader practices Parliamentary Procedure during formal business meetings.
3. The student leader creates relevant agendas and maintains accurate minutes.
4. The student leader utilizes inclusive meeting strategies for brainstorming, prioritizing, and project planning.

BUSINESS & FINANCE

Standard 1: Finance/Accounting
1. The student leader adheres to relevant laws, school board policy, and fiscal accountability guidelines when managing the student body account.
2. The student leader evaluates past budgetary practices and collaborates on creating a working budget for the current term.
3. The student leader tracks income and expenses and identifies profit and loss.
4. The student leader follows student body accounting procedures when performing bookkeeping tasks, making purchases, receiving and disbursing funds, and reimbursing vendors.
5. The student leader maintains accurate and accessible financial documents.
6. The student leader consults the student body on budgetary decisions through the representative process, public meeting, and open fiscal accountability, and spends student body funds for the betterment of the student body.
7. The student leader identifies the various sources of school and student funding, the laws and policies that

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Standard 2: Fundraising
1. The student leader adheres to relevant laws, school board policies, and fiscal accountability guidelines when selecting appropriate fundraising activities (i.e. state food guidelines, recommended list of allowable-risk activities, etc.)
2. The student leader performs market research and identifies trends in student purchasing preferences when selecting products and vendors for fundraising purposes.
3. The student leader projects income and expenses within a comprehensive pre-fundraiser evaluation.
4. The student leader orders merchandise and coordinates merchandise design and logistics with vendors.
5. The student leader serves as both a participant and leader in various fundraising activities and employs effective sales techniques.
6. The student leader evaluates each fundraising activity's effectiveness for profitability and efficient use of human and site resources.

Standard 3: Marketing
1. The student leader recognizes the difference between marketing and advertising.
2. The student leader works collaboratively with the student leadership team to create a brand and/or marketing message for the student leadership team, the student body, the school, and/or school events.
3. The student leader systematically develops and implements a marketing plan to deliver the brand and/or marketing message to the target audience.

Standard 4: Advertising
1. The student leader identifies a target audience for each advertisement.
2. The student leader makes sure each advertisement contains all necessary information for the product or event.
3. The student leader creates advertisements that are grammatically correct and visually appealing.
4. The student leader utilizes a variety of techniques and media to deliver the message to the target audience.
5. The student leader demonstrates creative ways to advertise.
6. The student leader experiments with different displays/product placement to produce optimal interest and results.

Standard 5: Customer Service
1. The student leader demonstrates the skills and competencies necessary to recognize customer concerns and act to reach a satisfactory solution.
2. The student leader practices positive customer interaction skills.
3. The student leader communicates with the public regarding current sales and offerings, and develops a forum for customer feedback.
4. The student leader develops and implements crowd management and event safety plans that include a mixture of structural (gates and barriers) and articulated (signage and announcements) strategies.
5. The student leader tracks and archives event participation data to identify trends in event effectiveness and student engagement.
6. The student leader attends to the needs of others in a positive manner in recognizing their role as a representative of the entire student body, school, and community.

Standard 6: Business Law
1. The student leader adheres to federal, state, and local tax codes as they relate to student body funds, funding, sponsorship, and re-sale permits.
2. The student leader researches and tracks legislative bills and legal proceedings/judgements that may influence student body activities, participation, procedures/codes, fundraising, or accounting.
3. The student leader follows federal and state laws and district policy related to food and beverage sales that take place during the school day.

State of California Student Leadership Standards

TECHNOLOGY & DIGITAL CITIZENSHIP

Standard 1: Digital Workspace and Collaboration
1. The student leader demonstrates a working knowledge of word processing, spreadsheets, presentations, online forms, and desktop publishing as it relates to their role on the leadership team.
2. The student leader stores work in a shared cloud environment that is accessible by themselves, their leadership team peers, and leadership team educators.
3. The student leader grants view, comment, and/or edit access to files as needed to allow for collaboration with the student leadership team.

Standard 2: Digital Citizenship
1. The student leader cultivates and manages their digital identity and reputation, and demonstrates awareness of the permanence of their actions in the digital world.
2. The student leader engages in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
3. The student leader demonstrates an understanding of and respect for the rights and obligations of using and sharing intellectual property.
4. The student leader manages personal data to maintain digital privacy and security for themselves and for others.

Standard 3: Audio/Visual Presentation
1. The student leader recognizes the positive role of audio/visual technology in the creation of school events.
2. The student leader creates an inclusive audio/visual environment that is accessible to all audience members.
3. The student leader demonstrates an understanding of the basic functions of a sound system and can set up music and a microphone for any occasion.
4. The student leader selects music and other media that are appropriate for the nature of the event, as well as to the values of the school community and the audience present at the event.
5. The student leader demonstrates an understanding of the basic setup of an audio/visual presentation and can connect a video source to both an audio and a video projection system.

Standard 4: Video and Photography
1. The student leader recognizes the role of video and photography in the promotion of positive school culture.
2. The student leader demonstrates a basic understanding of video and photography skills as they relate to their role on the leadership team.
3. The student leader includes a diverse cross-section of the student body when creating video or photo presentations to be shared school-wide.
4. The student leader demonstrates an understanding of the law and school/district policy regarding the public sharing of images/video of minors on social media and in other public forums, and works with school administration to protect student privacy.
5. The student leader acknowledges that images/video of students and staff should never be presented in such a way that would embarrass or humiliate.

A-G & Curriculum Building

At my site, Tracy High School:

Background: Took over in 2020 with a program that had little direction, framework, or instructional leadership. Was very ACTIVITIES based.

Our Journey (2020-Present): Adopting a service leader mentality through creating an A-G Curriculum based on the CADA Standards & Roadmap, while also supporting a traditional activities based mindset.

Say It (feat. Trove Lo)
Flume, Tove Lo

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🎵 **CADA Standards**

▶️ **PLAYLIST**

01 *CADA Roadmap*

02 *CADA Standards*

03 *A-G & Curriculum*

04 *E-Portfolio*

👤 **THANKS!**

A-G Adoption

The intent of the "a-g" subject requirements is to ensure that students attained a body of general knowledge that will provide breadth and perspective to new, more advanced study. *See* <u>process</u> *written by Geniel Moon on how to get A-G Approved*

Scan the Qr code to see my A-G Approval document

A-G allowed me to provide weight on the Curriculum and increased expectations on the Class in ways the students did not have before.

Additionally, it allowed me to look at the roadmap, along with the Standards, and look critically at my vision and the site expectations to Create a framework for student growth!

SCAN ME

Say It (feat. Trove Lo)
Flume, Tove Lo

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Curriculum

Building Curriculum has been the hardest part of shifting A-G but more so being a newbie. Not wanting to reuse curriculum, assignments, etc. has challenged me to look at a 4 year cycle of curriculum development (THAT IS STILL VERY MUCH IN PROGRESS)

Identifying what YOUR STUDENTS NEED is where curriculum should start.

Resources:

- *Parkhouse, Richard. Building the World's Greatest High School Student Leader. Chino, CA: Triumphant Heart International, Inc., 2016. (This was a **BIG** step at my site)*
- California Association of Directors of Activities Leadership and Student Activities Standards Manual (DIGITAL)
- Robert's Rules of Order (DIGITAL)
- Roberts Rules: Handout
- CADA Resource Library (THIS IS AN AMAZING PLACE TO START)

"Create a culture of student leader growth, rather than a culture of student leader perfection."

Say It (feat. Trove Lo)
Flume, Tove Lo

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E-Portfolio & Grading

- This step has been crucial in streamlining this process, but also in getting students to identify their growth in terms of the CADA standards.
- **Portfolio Assignment:** Stolen from MORTY! (See my example - link)
  - ○ Gist: Students Create a digital portfolio outlining their passions, interests, hobbies, and resume.
  - ○ They also use this to demonstrate their mastery of the standards.
    - ■ This is still very much in the BETA stage.
  - ○ Students update 1 time per quarter to reflect growth in Standard. Cannot use same substandard more than Once over 4 years. Will hopefully hit most sub Standards over a 4 year tenure in Leadership.
  - ○ Teacher and ASB Executive council assess their growth Based on **rubric** score & engagement.
  - ○ If they can rationalize the entry, it counts.
  - ○ 6 assignments in gradebook = THE SIX STANDARDS.
  - ○ Scan Qr code to the right for assignment.

SCAN ME

SCAN ME

Say It (feat. Trove Lo)
Flume, Tove Lo

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CADA Standards

PLAYLIST

01 *CADA Roadmap*

02 *CADA Standards*

03 *A-G & Curriculum*

04 *E-Portfolio*

THANKS!

E-Portfolio & Grading

See below for how it translates into Aeries/Gradebook. Each standard carries equal weight.
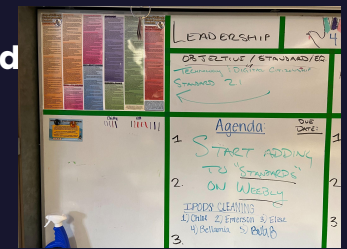
Student E-Portfolios are made public on School Web Page.
- **Scan Qr code for a range of student examples or click HERE**

Whenever I can, I try to correlate the day's agenda to a standard on the whiteboard to give students an understanding of how what they are doing can be documented in their portfolios.

SCAN ME

	Syllabus	Engagement - August	Engagement - September	S1: Communication	S2: Personal & Socia...	S3: Civic & Service...	S4: Government	S5: Business & Finance	S6: Tech & Digital C...
	8/19/2022 #8 : 5	8/31/2022 #7 : 15	9/30/2022 #9 : 18	12/16/2022 #1 : 5	12/16/2022 #2 : 5	12/16/2022 #3 : 5	12/16/2022 #4 : 5	12/16/2022 #5 : 5	12/16/2022 #6 : 5
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Say It (feat. Trove Lo)
Flume, Tove Lo

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E-Portfolio & Grading

Two Solid Examples:

Sophomore Class President:
https://jazvargas.weebly.com/leadership-standards.html

SCAN ME

SCAN ME

ASB President:
https://emersonleiskee.weebly.com/leadership-standards.html

- Civic and Service Learning
  - *Standard 3: Community Service*
  - 2. The student leader participates in service activity or project to serve a specific need of others.
  - *Evidence:* During the summer of 2022 I helped my church with children services. I still continue this until this day. I entertain the kids with activities that relate to the Gospel and help that Pastor teach his lesson for the day. Being able to work with kids while teaching an important aspect of life has inspired me. This simple community service opportunity has given me an idea of what I want to do as a career. I would love to go different places teaching the Gospel to multiple people.

EMERSON LEISKE

HOME   LEADERSHIP STANDARDS   CONTACT

Communication
- STANDARD 3; Public Speaking
1. The student leader acknowledges the audience and purpose of the occasion and adapts speech and content accordingly. During the 2022 summer I got the experience to go to a CADA Leadership Camp in Santa Barbara. While I was there I got the opportunity to lead our morning program. Meaning I had to public speak in front of 500+ students, advisors, and camp staff. I started our morning and welcomed students and staff to the "program on the green". I also got to teach the campers a short dance to get them going.

Say It (feat. Trove Lo)
Flume, Tove Lo

2:54   4:22

CADA Standards

PLAYLIST

01 *CADA Roadmap*

02 *CADA Standards*

03 *A-G & Curriculum*

04 *E-Portfolio*

THANKS!

Thanks!

Cameron chitwood

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Flume, Tove Lo

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