



## Wisconsin Youth Leadership Certificate Assessment

*Reinforcing 21<sup>st</sup> Century Skills*

The intent of the *Wisconsin Youth Leadership Certificate* is to recognize a student's mastery and exhibition of leadership skills valued by employers, communities, and organizations.

### Directions for Evaluator

Thank you for your help in mentoring a student leader. Please use the certificate assessment to rate the student based on the **3-2-1 scale**. Select the appropriate **leadership experience environment code or codes** to show where the student has demonstrated the skills or attitudes. Be sure to give **specific examples** of how the student has demonstrated the competency and provide as much feedback as possible to the student under **comments**. If you cannot assess the student on some of the items due to lack of access to practice or opportunity to observe the skills, please rank the student at a 1 level and provide ways for the student to gain this experience in the **goal** section after the category.

| STUDENT INFORMATION  |   |                             |
|--|---|-----------------------------|
| Student/Employee Name  | Supervising Teacher                             | Supervising Teacher's Email |
| Student Grade  | Student Address: (Street, City, State, and Zip) |                             |
| Student Email  | Student Telephone Area/No.                      |                             |
| MENTOR/LOCATION INFORMATION  |   |                             |
| Mentor   | Mentor's E-Mail Address                         | Mentor's Phone              |
| Student's Position   |   | Start Date                  |
| Work-Based Learning Site ( <i>Employer or Organization Name, street address, city, state, zip code</i> ) |   |                             |
| Primary Responsibilities:  |   |                             |

**School:** Please review this **Leadership Certificate Assessment** with the participating student and ensure that s/he understands the items to be assessed. Between the employer, community based partner, or the school, all items must be rated.

**Certification:** In order to receive a **State Certificate in Leadership**, the student skill rating must be at least 28 points, with a minimum of a "2" rating for each assessed skill standard.

**Rating Scale:**

- 3 Exceeds Expectations:** Exceeds basic criteria; requires minimal assistance and supervision; consistently displays skills and behaviors indicated
- 2 Meets Expectations:** Meets basic criteria; requires some assistance and supervision; often displays skills and behaviors indicated
- 1 Working to Meet Expectations:** Needs improvement; requires much assistance and supervision; rarely displays skills and behaviors indicated

**Leadership Experience Environment Code:**

- SB** School Based (Supervising Teacher)
- WB** Work Based (Workplace Mentor)
- CB** Community Based or Service Agency Based

| Leadership Skills and Attitudes   | Rating Environment   |
|---|--|
| <b>Leadership Habits and Attitudes</b>  |  |
| <p><b>1. Communicates effectively with others</b></p> <p><i>Examples of qualities and habits that the student might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Demonstrates effective listening skills such as “active” listening</li> <li>• Asks appropriate questions for clarity</li> <li>• Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of contexts</li> <li>• Organizes messages/information in a logical and helpful manner</li> <li>• Adjusts the communication approach for the target audience, purpose, and situation to maximize impact</li> <li>• Uses respectful communication techniques</li> </ul> | <p><i>Choose one here:</i><br/> <input type="checkbox"/> 3   <input type="checkbox"/> 2   <input type="checkbox"/> 1</p> <p><i>Choose one or more here:</i><br/> <input type="checkbox"/> WB   <input type="checkbox"/> SB   <input type="checkbox"/> CB</p> |
| <p><b>Examples:</b></p> <p><b>Comments:</b></p> <p><b>Goals:</b></p>  |  |
| <p><b>2. Collaborates productively with others</b></p> <p><i>Examples of qualities and habits that the student might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Works effectively in teams with people of diverse backgrounds and abilities</li> <li>• Respects the opinions of others</li> <li>• Shares responsibility for collaborative work</li> </ul>   | <p><i>Choose one here:</i><br/> <input type="checkbox"/> 3   <input type="checkbox"/> 2   <input type="checkbox"/> 1</p> <p><i>Choose one or more here:</i><br/> <input type="checkbox"/> WB   <input type="checkbox"/> SB   <input type="checkbox"/> CB</p> |
| <p><b>Examples:</b></p> <p><b>Comments:</b></p> <p><b>Goals:</b></p>  |  |
| <p><b>3. Demonstrates creativity</b></p> <p><i>Examples of qualities and habits that the student might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>• Generates ideas using techniques like “brainstorming”</li> <li>• Encourages development of new ideas</li> <li>• Helps develop innovative solutions to problems</li> <li>• Demonstrates originality and inventiveness in his/her work</li> <li>• Thinks “outside the box”</li> </ul>   | <p><i>Choose one here:</i><br/> <input type="checkbox"/> 3   <input type="checkbox"/> 2   <input type="checkbox"/> 1</p> <p><i>Choose one or more here:</i><br/> <input type="checkbox"/> WB   <input type="checkbox"/> SB   <input type="checkbox"/> CB</p> |
| <p><b>Examples:</b></p> <p><b>Comments:</b></p>   |  |

**Goals:**

**4. Uses critical thinking/problem solving skills**

*Examples of qualities and habits that the student might exhibit include . . .*

- Analyzes and evaluates different points of view and/or different components of a problem
- Synthesizes information and arguments and makes connections between the two
- Interprets information and draws conclusions/makes decisions based on the best analysis
- Utilizes “big picture” thinking techniques

Choose one here:

3    2    1

Choose one or more here:

WB    SB    CB

**Examples:**

**Comments:**

**Goals:**

**5. Demonstrates effective team-building skills**

*Examples of qualities and habits that the student might exhibit include . . .*

- Inspires, engages, and motivates others to be part of a team
- Communicates a clear vision and brings people together around a common mission
- Works effectively with multiple points of view
- Helps team members identify their strengths and utilize their skills
- Has concern for the task at hand and the people involved
- Is able to manage conflict among team members

Choose one here:

3    2    1

Choose one or more here:

WB    SB    CB

**Examples:**

**Comments:**

**Goals:**

**6. Facilitates productive group processes**

*Examples of qualities and habits that the student might exhibit include . . .*

- Leads discussions/processes
- Engages all members
- Understands and demonstrates use of appropriate facilitation skills
- Able to keep group on task
- Promotes the involvement of all individuals during group discussions
- Applies appropriate conflict resolution techniques when needed
- Creates a community of trust, giving space for different opinions and ideas

Choose one here:

3    2    1

Choose one or more here:

WB    SB    CB

**Examples:**

**Comments:**

**Goals:**

**7. Engages in strategic planning/management**

*Examples of qualities and habits that the student might exhibit include . . .*

- Collaboratively develops a vision and/or mission for the team
- Works with group/team to define realistic goals that are **Specific, Measurable, Achievable, Rewarding** to group members, and **Timely** (i.e., SMART goals)
- Helps group develop plans and prioritize tasks needed to accomplish goals
- Tracks group progress and modifies plans if necessary

Choose one here:

3    2    1

Choose one or more here:

WB    SB    CB

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Exhibits good organizational skills</li> </ul>   |  |
| <p><b>Examples:</b></p> <p><b>Comments:</b></p> <p><b>Goals:</b></p>  |  |
| <p><b>8. Delegates tasks as appropriate</b></p> <p><i>Examples of qualities and habits that the student might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>Encourages group members to be actively engaged in reaching goals</li> <li>Explains tasks and works with group members to match talents to tasks</li> <li>Provides group members with autonomy and support, as needed, to accomplish tasks</li> <li>Creates and utilizes a system of priorities for monitoring progress and accomplishing tasks</li> <li>Gives appropriate feedback (positive or constructive) to group members</li> <li>Expresses appreciation for contributions</li> </ul> | <p><i>Choose one here:</i></p> <p><input type="checkbox"/> 3   <input type="checkbox"/> 2   <input type="checkbox"/> 1</p> <p><i>Choose one or more here:</i></p> <p><input type="checkbox"/> WB   <input type="checkbox"/> SB   <input type="checkbox"/> CB</p> |
| <p><b>Examples:</b></p> <p><b>Comments:</b></p> <p><b>Goals:</b></p>  |  |
| <p><b>9. Demonstrates cultural competence</b></p> <p><i>Examples of qualities and habits that the student might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>Understands own identity</li> <li>Seeks to understand and demonstrates respect for other cultures and ideals</li> <li>Interacts effectively with diverse populations</li> <li>Recognizes and values different perspectives</li> <li>Implements nondiscrimination in daily interactions and in working with teams</li> </ul>  | <p><i>Choose one here:</i></p> <p><input type="checkbox"/> 3   <input type="checkbox"/> 2   <input type="checkbox"/> 1</p> <p><i>Choose one or more here:</i></p> <p><input type="checkbox"/> WB   <input type="checkbox"/> SB   <input type="checkbox"/> CB</p> |
| <p><b>Examples:</b></p> <p><b>Comments:</b></p> <p><b>Goals:</b></p>  |  |
| <p><b>10. Practices ethical behavior</b></p> <p><i>Examples of qualities and habits that the student might exhibit include . . .</i></p> <ul style="list-style-type: none"> <li>Identifies formal/informal codes of conduct of a particular group or community</li> <li>Is cognizant of one's personal standards</li> <li>Models behaviors that demonstrate honesty, integrity, compassion, and loyalty</li> <li>Understands the importance of adherence to policies</li> </ul>   | <p><i>Choose one here:</i></p> <p><input type="checkbox"/> 3   <input type="checkbox"/> 2   <input type="checkbox"/> 1</p> <p><i>Choose one or more here:</i></p> <p><input type="checkbox"/> WB   <input type="checkbox"/> SB   <input type="checkbox"/> CB</p> |
| <p><b>Examples:</b></p> <p><b>Comments:</b></p>   |  |

**Goals:**

**11. Exhibits accountability**

*Examples of qualities and habits that the student might exhibit include . . .*

- Models behaviors that demonstrate self-discipline, reliability, and dependability
- Follows through on commitments
- Takes responsibility for actions and understands consequences of actions
- Manages time effectively
- Completes tasks on time and meets established standards for quality work
- Admits mistakes and seeks to remedy them

Choose one here:

3    2    1

Choose one or more here:

WB    SB    CB

**Examples:**

**Comments:**

**Goals:**

**12. Demonstrates openness to learning/feedback**

*Examples of qualities and habits that the student might exhibit include . . .*

- Encourages/seeks feedback from others about ways to improve
- Receives feedback in a positive manner
- Uses feedback for improvement
- Engages in self-reflection to improve practice

Choose one here:

3    2    1

Choose one or more here:

WB    SB    CB

**Examples:**

**Comments:**

**Goals:**

**13. Shows initiative and self-direction**

*Examples of qualities and habits that the student might exhibit include . . .*

- Sets personal goals and priorities
- Identifies tasks and initiates a plan of action to complete tasks (or is able to delegate tasks when appropriate)
- Can work independently on a project/task
- Demonstrates self-motivation
- Conveys a sense of professionalism

Choose one here:

3    2    1

Choose one or more here:

WB    SB    CB

**Examples:**

**Comments:**

**Goals:**

**14. Actively seeks out and participates in opportunities to learn or be trained**

*Examples of this requirement may include. . .*

- Participation in required career-related training and/or educational programs
- Participation in training or orientation for specific tasks

Choose one here:

3    2    1

Choose one or more here:

WB    SB    CB

**Examples:**

**Comments:**

**Goals:**

**Leadership Habits and Attitudes Subtotal**

Student/Employee must earn a subtotal of at least 28 out of a possible 42 for certification.



# Wisconsin Youth Leadership Certificate Assessment

*Reinforcing 21<sup>st</sup> Century Skills*

|                    |                                       |
|--------------------|---------------------------------------|
| Date of Evaluation | Grading Period <i>(if applicable)</i> |
| Student/Employee   | School                                |
| Workplace          | Position                              |

| Date             | Observations and Recommendations | Student Reflection<br><i>(accomplishments, potential obstacles, goals, strategies)</i> |
|------------------|----------------------------------|--|
|                  |                                  |  |
|                  |                                  |  |
|                  |                                  |  |
|                  |                                  |  |
| Final Evaluation |                                  |  |

| <i>Evaluation Summative Chart</i> |                  |                 |
|-----------------------------------|------------------|-----------------|
| Criteria                          | Points Necessary | Points Earned   |
| Leadership Habits and Attitudes   | 28               |                 |
| <b>Total Points</b>               | _____            |                 |
| Leadership and/or service hours   | Hours Required   | Hours Completed |
| Total Hours Completed             | 90               |                 |

I/We, the undersigned, attest that the information in this document is correct and has been reviewed by all parties collaboratively.

|                              |      |
|------------------------------|------|
| Mentor Signature             | Date |
| Teacher Supervisor Signature | Date |
| Student Signature            | Date |

*(Typed name is accepted for signature on forms returned via e-mail or fax)*

**Please direct any questions concerning the Wisconsin Leadership Certificate to:**

Career and Technical Education Team  
 Department of Public Instruction  
 P.O. Box 7841  
 Madison, WI 53707-7841  
 Fax: 608-267-9275  
 Phone: 608-267-3161  
[www.dpi.wi.gov/cte/cteskills.html](http://www.dpi.wi.gov/cte/cteskills.html)