Wisconsin's Youth Leadership Certificate

Implementation Guide

CONTENTS

THE NEED FOR YOUTH LEADERSHIP SKILLS

Society has the responsibility for helping its young people to develop an array of skills related to satisfying and productive citizenship. Leadership skills are an important subset of the youth development skills that schools can nurture. Studies show that young people who engage in youth development and youth leadership experiences demonstrate higher levels of academic achievement, community involvement, self-efficacy, self-advocacy, and self-determination, and are able to transition to adulthood more successfully than their peers who do not have these experiences (Covey, 2008; National Alliance for Secondary Education and Transition [NASET], 2005; Paul & Lefkovitz, 2006). These outcomes provide essential tools needed for youth to become successful and adaptable in school settings, the community, and the workforce.

The range of literature on the topic of youth leadership development tends to present varied and often ambiguous definitions of youth leadership (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002; Greiman & Addington, 2008). Several organizations, such as NASET and the National Collaborative on Workforce and Disability for Youth (NCWDY), have diligently engaged in collective efforts to pinpoint concrete definitions of youth leadership. These organizations identified several examples of working definitions of youth leadership that take into account a broad review of available research and literature along with current global expectations of modern society. For example, Wehmeyer, Agran, and Hughes (as cited in NASET, 2005, p. 8) defined youth leadership as:

> part of the youth development process and supports the young person in developing: (a) the ability to analyze his or her own strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to carry them out . . .; and (b) the ability to guide or direct others on a course of action, influence the opinions and behaviors of others, and serve as a role model.

Kahn, Hewes, and Ali (2009) proposed the following definition of youth leadership: *young people empowered to inspire and mobilise* [sic] *themselves and others towards a common purpose, in response to personal and/or social issues and challenges, to effect positive change.*
Despite the numerous definitions of youth leadership, the overall consensus is that participation in quality youth leadership opportunities contributes to the development of crucial skills that will help young people successfully transition into adulthood and exercise positive social change.

Studies on the impacts of youth leadership emphasize the need to incorporate leadership development as an essential element in young people's educational experiences (Covey, 2008; Fertmann & Long, 1990; MacNeil, 2006; Mohamed & Wheeler, 2001; Paul & Lefkovitz, 2006; Wallin, 2003). Effective youth leadership engagement provides students with opportunities to reinforce prior learning and application of academic attitudes, skills, and behaviors by exercising them in a different context (Ferber & Pittman, 2002). According to NASET (2005), leadership development aids youth in becoming aware of their strengths and limitations, establishing personal and vocational goals, and building the self-confidence and motivation needed to achieve these goals. Leadership development also allows youth to expand and establish supportive networks through participation in community experiences, which facilitates social change and exposes them to other youth leaders as role models (Eccles & Gootman, 2002; Paul & Lefkovitz, 2006; Wallin, 2003). Moreover, youth leadership opportunities can cultivate skills that employers seek in the emergent workforce such as "self-motivation, time management, oral and written communication, team work, influencing people, salesmanship, leadership, solving problems, physical

skills related to health, and gathering, evaluating, and/or analyzing information" (Paul & Lefkovitz, 2006, p. 3).

Skills and/or competencies emphasized in definitions of youth leadership development are being revised to reflect changes over time in skills required by employers (Gibson & Pason, 2003). As workplace demands have shifted, emphasis is moving away from cultivating "transactional" leadership skills that focus on facilitating accomplishment of objectives and providing rewards to "followers" for achieving objectives (Avolio & Bass, 1988; Waldman, Bass, & Yammarino, 1990) to transformational or situational leadership styles that better accommodate a more complex and dynamic society in which relationships, innovation, and self-direction are required (Kahn et al., 2009).

Development of youth leadership skills is viewed by many employers as complementary to student proficiency in reading, writing, mathematics, and science. A survey of 2,115 managers and other executives conducted in 2010 by the American Management Association (AMA) found that 80% of respondents believed that fusing the development of students' proficiency in core academic content areas and the ability to think critically, solve problems, collaborate, communicate effectively, and think creatively (the 4 Cs) "would ensure that students are better prepared to enter the workforce". A wide range of literature affirms that these leadership skills are a vital part of an individual's foundation for building a repertoire of competencies to successfully thrive within today's organizational structures and for accomplishing contemporary task expectations (AMA, 2010). The workforce's growing demand for employees who possess 21st century skills that go beyond traditional educational competencies is currently resulting in a skills gap as a growing number of job-seeking individuals possess higher levels of education but not necessarily the sought after leadership skills like "character, attention to detail, work ethics, commitment, and self-discipline" (Carmen Clapp, 2011, p. 4) required by employers.

Especially in today's global economy, leadership development should not begin during adulthood but during one's youth. It is important for students to have exposure to and practice with skills they will be expected to have mastered by adulthood (Covey, 2008; Fertmann & Long, 1990; Michelsen, Zaff, & Hair, 2002). How well today's youth are prepared will determine how well equipped tomorrow's adults will be to live as productive citizens.

WORK-BASED LEARNING OVERVIEW

"Learning by doing" is the foundation of *work-based learning*. Students must be provided the opportunity to participate in experiences that assess the state-approved competencies. "Work" experience also supports the *related classroom instruction* and contextualizes the learning.

Work-based learning at the workplace, in the community, and through school-based experiences occur under the guidance of a *school-based and community or workplace mentor.* The student, along with these mentors, develop experiences where leadership and other technical skills necessary for success in career and college can be offered which allow students to grow and expand their leadership skills. Students demonstrate competencies learned while performing tasks or functions in one of three environments—school based, community based or work based.

"Work-based learning" requires the integration of academic content and technical skill development. This effort is supported by Wisconsin's education for employment standard (m) which emphasizes the need for:

- business and education partnerships,
- application of basic skills,
- career development,
- employability skills and attitudes,
- school-supervised work experience, and
- knowledge of *all aspects of an industry*.

Because the *community-based or work-based learning* component of this certificate may be delivered outside the local school district, it is important that the local school work closely with the community organization or work-based mentor to establish policies and procedures. Students, schools, parents, community based organizations, and employers are required to follow all state and federal child labor regulations (if applicable) pertaining to work experience programs.

For more specific information on child labor laws and work experience programs, contact the Equal Rights Division, Labor Standards Bureau, Department of Workforce Development, P. O. Box 7946, Madison, WI 53707-7946 or by calling (608) 266-3345.

View the news release at http://dwd.wisconsin.gov/dwd/newsreleases/2012/120810_child_labor_law_guide.pdf
View the Guide at http://dwd.wisconsin.gov/dwd/publications/erd/pdf/erd_17231_p.pdf

YOUTH LEADERSHIP CERTIFICATE OVERVIEW

The intent of the *Wisconsin Youth Leadership Certificate* offered by the Department of Public Instruction (DPI) is to recognize a student's mastery and exhibition of leadership skills valued by employers, communities, and organizations. This certificate allows:

- Students to document their leadership skills and service hours,
- Employers and community organizations to assess the skills necessary for success,
- Educators to customize instruction and experiences to help learners to acquire valuable leadership skills.

The Youth Leadership Certificate consists of the following required components:

- Reinforcing **21st Century Skills in the form of the 4 Cs (Collaboration, Creativity, Communication, and Critical Thinking Skills)** in Leadership Skills and Attitudes
- Completion of **90 leadership or service hours**

It is also designed to provide local flexibility in its coordination and implementation.

1. Today's worker must be conscientious of the **21st Century Skills (p21.org/documents/P21_Framework_Definitions.pdf)** framework needed for success in the workplace and community. This framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. **21st Century Skills** embraces life and career skills; information, media and technology skills; and learning and innovation skills. Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. This certificate hones in on the skills delineated in the "learning and innovation skills" area (see **Appendix C**).

2. The **leadership or service hours** of the certificate may be met in any number of jobs/activities. These may include, but are not limited to, the following:

   - Career & Technical Student Organization (CTSO) participation and leadership,
   - Service-learning opportunities,
   - Mentoring programs, both internal and outside of school-based opportunities,
   - School-based leadership (ie. Student Council representative, captain of an athletic team, etc.),
   - Gifted and talented leadership and service opportunities,
   - Presentations within a class on a community project or other classroom activities,
   - Community centered leadership (scouts, 4-H, youth symphony, etc.)

Strong programs are based on education, guidance, and research. See **Appendix D** for resources and sample activities that can be utilized by educators and mentors with and for students.

The certificate earned by the student will be issued by the State of Wisconsin and becomes a part of the student's portfolio and resume.

LOCAL ELIGIBILITY

School districts offering this certificate must:

- provide DPI-licensed teachers that will work with students, their parents, community organizations, and employers to implement the certificate,
- ensure the certificate becomes a part of the student's career portfolio, and
- be approved by DPI on an annual basis as meeting the certificate requirements.

Community based organizations offering this certificate must:

- work collaboratively with a local school district who will have the responsibility of ultimately reporting the certificate outcomes to DPI, and
- provide direct mentoring to students working on this certificate.

LOCAL REQUIREMENTS

School districts that are interested in offering the *Youth Leadership Certificate* must register with DPI. High schools seeking approval must agree to the following requirements and methods of implementation:

1. The certificate must be operated by the local school district in partnership with community, business and/or industry. This includes a business/industry advisory council consisting of local employers, parents, labor representatives, and educators that are in involved in the planning and evaluation of the certificate. Existing School-to-Work, Education for Employment, or other similar advisory groups may be used to meet this requirement.

2. The learning activities at school and in the community must be rigorous in providing for opportunities to achieve the leadership skills and learning goals listed in the *Wisconsin Youth Leadership Assessment* (see **Appendix A**) issued by DPI.

4. A DPI licensed teacher serves as the *supervising teacher* for the certificate in accordance with all certificate requirements.

5. The school must put a process in place that ensures the completion of a ***Leadership Development Plan*** (see **Appendix B** for sample) by each student applying for the *Youth Leadership Certificate*.

STUDENT ELIGIBILITY

The *youth leadership* experience is the responsibility of the *supervising teacher* working with the student and the community organization, school-based entity, or employer.

The selection process should not eliminate problem students or allow only high-ability students to enroll in the certificate. Rather, it is a means of serving *all student populations* based on individualized career goals and abilities. The only restriction on the number of students in the certificate is availability and suitability of workplaces, community sites, and the size of classroom facilities.

PARTNER EXPECTATIONS

Students participating in the *Youth Leadership Certificate* are responsible for the following:

♦ Obtaining a work permit (if applicable)
♦ Attending school on a regular basis unless pre-excused or upon notification from parent/guardian that the student will not be attending school for a specified period of time
♦ Notifying the school and the cooperating organization or employer in advance when absence is unavoidable
♦ Meeting local expectations and requirements (e.g., keep in good academic standing, etc.)
♦ Furnishing the supervising teacher with all necessary information and completing all necessary reports
♦ Discussing any problems with the supervising teacher
♦ Keeping all information of the cooperating organization or employer confidential
♦ Cooperating with the community organization or workplace supervisor/mentor, engaging in assignments as a training experience, observing etiquette and observing safety rules
♦ Abiding by the rules and regulations

Supervising teachers will be responsible for the following:

♦ Visiting and assisting community organizations or employers
♦ Observing each student
♦ Cooperating with the community organization or employer in the evaluation of the student
♦ Making every attempt to solve problems that may arise from the cooperating agency, school, parent/guardian, student or community
♦ Providing in-school instruction related to the training activities of the student (as appropriate)
♦ Working with a local advisory committee to obtain assistance with the certificate
♦ Developing a student selection process appropriate for the needs and desires of the students and the opportunities presented by the cooperating organizations or employers
♦ Providing mentor orientation on working with high school-age youth

Community Organizations or Employers participating in the *Youth Leadership Certificate* will be responsible for the following:

♦ Providing a training program, with varied experiences, which will contribute to the education of the student
♦ Providing supervision/workplace mentor for the student
♦ Adhering to all state and federal child labor laws, if applicable
♦ Providing for the day-to-day safety of the student on the job or within the organizational experience
♦ Offering a well-rounded variety of learning experience for the student
♦ Participating in the development of the individual leadership learning plan and agreement in cooperation with the student and the supervising teacher
♦ Cooperating with the supervising teacher in evaluating the student
♦ Maintaining a physical and ethical environment appropriate and beneficial to the student

LEADERSHIP DEVELOPMENT PLAN

The Leadership Development Plan (LDP) was designed to assist a school or district with the process of implementing the Youth Leadership Certificate. In other words, each section of the LDP provides a space for documentation of the student's progress toward completion.

Below are a few commonly asked questions regarding the LDP:

Q: How does a teacher administer the LDP to a student?
A: After the teacher decides to have students participate in the Youth Leadership Certificate, the LDP can be introduced. The student should be the first to complete the LDP, and then ask the school-based and work-based mentors to fill in their sections. This document should be updated throughout the year.

Q: When should the LDP be administered?
A: The LDP can be introduced when the student begins the Youth Leadership Certificate. Before the student begins achieving competencies on the Certificate Assessment, they should begin the reflective process of setting goals and conducting a self-assessment of their past leadership experiences. A sample LDP is in Appendix B of this document. It can be used as is or it can be customized. Imagine that it is similar to a training plan utilized through a State Certified Co-op Skill Standard Program.

Q: Who approves the final LDP? Does it need to be submitted to DPI?
A: The LDP process is to benefit the student and the team working with the student. It allows the student to reflect on their prior leadership experience, think deeply about what skills and knowledge they currently possess, and gives them a chance to set goals for the purposes of completing the Youth Leadership Certificate. The LDP is for local use only and is not submitted to DPI.

Q: Why should a teacher use the LDP in conjunction with the Youth Leadership Certificate?
A: The purpose of the LDP is to allow students to think about what knowledge and skills and attitudes they currently have related to leadership and document them prior to beginning the certificate assessment. The LDP will serve as the foundation to begin checking off competencies on the certificate assessment and following the completion of the certificate assessment.

Q: What's the value of the LDP to the student?
A: It is a process that the student takes to make the Youth Leadership Certificate a positive, reflective, meaningful experience. The LDP will be a valuable addition to the student's portfolio and allow them to self advocate for their own leadership mastery. The elements of the LDP can be easily transferred into a career development tool/software.

PROVIDING EVIDENCE OF MASTERY OF COMPETENCIES

In this section, several examples of how students themselves can provide evidence of mastery of youth leadership competencies are described.

HOW TO USE THE CERTIFICATE ASSESSMENT

It is important for students to be able to provide evidence of mastery of leadership competencies in addition to being rated by teachers and/or Community Based Organization (CBO) staff. This allows students to participate in the assessment process, learn techniques that have real-world application, and understand how they can improve. Ways in which students can provide evidence can include the following:

COMPILING PORTFOLIOS

Students provide evidence of skill and attitude mastery vs. meeting each dot point listed in the certificate assessment (Appendix A). Portfolios are collections of student work that are typically used for an alternative assessment of competencies. Student portfolios can take a couple of forms.

One type of student portfolio contains work that shows the student's progression through the course of the school year. For example, writing samples about the student leadership experiences might be taken from the beginning, middle, and end of the school year. This can help show growth and provide teachers, parents, and the student with evidence of how the student has progressed. A second type of portfolio involves the student selecting examples of his or her best work. The portfolio can then be used as evidence of student work towards completion of the leadership certification. A rubric can be developed so teachers or CBO staff can assess the work at the end of the school year.

As in the example shown, number 4 "Uses critical thinking/problem solving skills" shows a list of example qualities and/or habits is provided. These are examples of how a student could show mastery of this competency. Please note that this is not an exhaustive list NOR is every one of these example qualities or habits to be evaluated individually. Under each competency, there is space for the student, employer, community based organization, teacher, or mentor to add additional competencies that the student has demonstrated or should demonstrate.

DEMONSTRATING SKILLS

Students can demonstrate application of skills they learn through the use of role-play or simulations, in the real-world environment, and/or through analysis and resolution of a case study requiring the use of specific skills or behaviors. For example, students could be given a team-building scenario where they help other team members identify their strengths or resolve a conflict that develops.

PRESENTING TO OTHERS

Giving oral presentations can provide students with public speaking skills that will benefit them in workplace and leadership settings. Providing students with an environment in which there is a question and answer session or opportunities for constructive feedback allows them to hone their critical thinking skills. Presenting to others could also include teaching concepts to someone else. For example, high school students could teach elementary students about the importance of demonstrating respect for other cultures and why that is an important leadership quality.

When selecting ways students can demonstrate mastery of competencies, it is important to obtain a good match between the skills you wish to measure and the means you use to measure them. Use several data sources to gain as complete a picture as possible. Not all skills and behaviors lend themselves to direct, precise measurement.

DOCUMENTING STUDENT MASTERY

The *supervising teacher*, along with input from the community-based liaison, school based liaison, or employer and the student, is responsible for assessing student progress during each grading period on the learning goals and leadership skills identified on the *Youth Leadership Certificate Assessment* (see **Appendix A**). For those tasks on which the student receives a low rating, the teacher and/or mentor identifies specific areas where improvement is needed and suggests ways the student can improve performance. For tasks on which the student receives high marks, the teacher/mentor may give examples that illustrate the outstanding performance. A procedure for student assessment is described below.

The *supervising teacher* and the *community or workplace mentor* are responsible for:

1. *Assessment of student progress during each grading period on the identified tasks and state-approved competencies.*

    Students may master some tasks and competencies at multiple sites. Additional tasks and competencies to be mastered and assessed during the next grading period are determined.

2. *Communication of results of the assessment to the student.*

    The *supervising teacher* and the *community or workplace mentor* meet with the student to discuss the evaluation, identify areas that need to be improved, inform the student of the suggestions for improvement, identify strengths that have been pointed out on the job and in the classroom, and provide evidence to support the evaluation of the tasks and state-approved competencies.

    Give the student a copy of the tasks and state-approved competencies identified for the next grading period.

3. *Continuation of the evaluation process.*

    For each assessment period established by the school, the *supervising teacher*, working with the student and *community or workplace mentor*, should repeat this process.

REGISTRATION INFORMATION

Local education agencies (LEAs) wishing to offer the *Youth Leadership Certificate* must register the certificate(s) with the Department of Public Instruction **prior** to implementation. Certificate registration information may be found online at http://www.dpi.wi.gov/cte/cteskills.html. A separate registration must be completed for each individual certificate being operated. Once registered, the LEA will assume the responsibility to ensure that all procedures as described in this guide are followed.

For information about Wisconsin's *Youth Leadership Certificate* or the registration process, please contact Denise Byrd, Office Operations Associate, 608-267-2274, denise.byrd@dpi.wi.gov.

Appendix A

Wisconsin Youth Leadership Certificate Assessment

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Wisconsin Youth Leadership Certificate Assessment

Reinforcing 21st 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.

Thank you for your help in mentoring a student leader. Please use the certificate assessment to rate the employee 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.*	☐ Leadership Development Plan Complete

MENTOR/LOCATION INFORMATION		
Mentor	Mentor's E-Mail Address	Mentor's Phone
Student's Position		Start Date
Work-Based Learning Site *(Employer or Organization Name, street address, city, state, zip code)*		
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.

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
Leadership Habits and Attitudes	
1. Communicates effectively with others *Examples of qualities and habits that the student might exhibit include . . .* • Demonstrates effective listening skills such as "active" listening • Asks appropriate questions for clarity • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of contexts • Organizes messages/information in a logical and helpful manner • Adjusts the communication approach for the target audience, purpose, and situation to maximize impact • Uses respectful communication techniques	*Choose one here:* ☐ 3 ☐ 2 ☐ 1 *Choose one or more here:* ☐ WB ☐ SB ☐ CB
Examples: **Comments:** **Goals:**	
2. Collaborates productively with others *Examples of qualities and habits that the student might exhibit include . . .* • Works effectively in teams with people of diverse backgrounds and abilities • Respects the opinions of others • Shares responsibility for collaborative work	*Choose one here:* ☐ 3 ☐ 2 ☐ 1 *Choose one or more here:* ☐ WB ☐ SB ☐ CB
Examples: **Comments:** **Goals:**	
3. Demonstrates creativity *Examples of qualities and habits that the student might exhibit include . . .* • Generates ideas using techniques like "brainstorming" • Encourages development of new ideas • Helps develop innovative solutions to problems • Demonstrates originality and inventiveness in his/her work • Thinks "outside the box"	*Choose one here:* ☐ 3 ☐ 2 ☐ 1 *Choose one or more here:* ☐ WB ☐ SB ☐ CB

Examples:

Comments:

Goals:

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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:

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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:

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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	Choose one here:
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 **S**pecific, **M**easurable, **A**chievable, **R**ewarding to group members, and **T**imely (i.e., SMART goals) • Helps group develop plans and prioritize tasks needed to accomplish goals • Tracks group progress and modifies plans if necessary • Exhibits good organizational skills	☐ 3 ☐ 2 ☐ 1 *Choose one or more here:* ☐ WB ☐ SB ☐ CB

Examples:

Comments:

Goals:

8. Delegates tasks as appropriate	Choose one here:
Examples of qualities and habits that the student might exhibit include . . . • Encourages group members to be actively engaged in reaching goals • Explains tasks and works with group members to match talents to tasks • Provides group members with autonomy and support, as needed, to accomplish tasks • Creates and utilizes a system of priorities for monitoring progress and accomplishing tasks • Gives appropriate feedback (positive or constructive) to group members • Expresses appreciation for contributions	☐ 3 ☐ 2 ☐ 1 *Choose one or more here:* ☐ WB ☐ SB ☐ CB

Examples:

Comments:

Goals:

9. Demonstrates cultural competence	Choose one here:
Examples of qualities and habits that the student might exhibit include . . . • Understands own identity • Seeks to understand and demonstrates respect for other cultures and ideals • Interacts effectively with diverse populations • Recognizes and values different perspectives • Implements nondiscrimination in daily interactions and in working with teams	☐ 3 ☐ 2 ☐ 1 *Choose one or more here:* ☐ WB ☐ SB ☐ CB

Examples:

Comments:

Goals:

10. Practices ethical behavior	Choose one here:
Examples of qualities and habits that the student might exhibit include . . . • Identifies formal/informal codes of conduct of a particular group or community • Is cognizant of one's personal standards • Models behaviors that demonstrate honesty, integrity, compassion, and loyalty • Understands the importance of adherence to policies	☐ 3 ☐ 2 ☐ 1 *Choose one or more here:* ☐ WB ☐ SB ☐ CB

Examples:

Comments:

Goals:

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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:

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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:

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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:

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

Choose one here:

Examples of this requirement may include. . . • Participation in required career-related training and/or educational programs • Participation in training or orientation for specific tasks	☐ 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 21st Century Skills

Date of Evaluation	Grading Period *(if applicable)*
Student/Employee	School
Workplace	Position
Leadership Development Plan (check upon completion) ☐ Prior to Beginning ☐ Certificate Assessment complete	Capstone Activity/Portfolio inclusion ☐ Summative Evaluation:

Date	Observations and Recommendations	Student Reflection (accomplishments, potential obstacles, goals, strategies)
Final Evaluation		

Evaluation Summative Chart

Criteria	Points Necessary	Points Earned
Leadership Habits and Attitudes	28	
Total Points	_____	
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: 608-266-2022
www.dpi.wi.gov/cte/cteskills.html

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Appendix B

Leadership Development Plan (LDP)

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Leadership Development Plan (LDP)

Wisconsin Youth Leadership Certificate

	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 *(Employer or Organization Name, street address, city, state, zip code)*

Primary Responsibilities:

	SELF-ASSESSMENT	

Explain your past leadership experience, if any.

Review the competencies of the *Wisconsin Youth Leadership Certificate*. Identify your leadership strengths and weaknesses.

Strengths	Weaknesses

How can working toward this certificate help you capitalize on your strengths and work on your weaknesses?

	GOALS	
Set three measurable, specific goals that you would like to accomplish while working toward the *Wisconsin Youth Leadership Certificate*.		
How can each of your partners assist or support you in being successful in accomplishing your goals		
Mentor(s)		
Supervising Teacher	**Parent**	
90 hours of leadership or service hours are required for completion of the *Wisconsin Youth Leadership Certificate*. Outline how you plan to complete these hours.		

	VERIFICATION & SIGNATURES	

The *mentor* agrees to partner with the school(s) to offer the *Wisconsin Youth Leadership Certificate.* The mentor will provide guidance and complete evaluations of the student's leadership performance; and confer with the *supervising teacher* periodically to determine in what way the student's learning on the job might be strengthened.

The *student* agrees to perform all duties agreed upon in pursuit of the certificate. The student will conform to all rules and policies of the *organization, workplace, or activity* and the school. The student expects no special privileges, agrees to confer with the *supervising teacher* regarding any concerns encountered on the pursuit of the certificate.

The *supervising teacher* agrees to provide *school-based learning and coordination* related to the needs of the student and *organization, workplace, and/or activities* in establishing a *Leadership Development Plan*, and to work with all partners involved to achieve the established goals.

The *parent/guardian* agrees to cooperate with the school and other partners to assist the student in achieving the established goals of the *Wisconsin Youth Leadership Certificate* experience.

Student Signature	Date	Mentor Signature	Date
Parent Signature	Date	Supervising Teacher Signature	Date

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

Appendix C

Alignment of Competencies to the Partnership for 21st Century Skills 4 "C"s

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LEARNING AND INNOVATION SKILLS

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

The 4 C's
- Critical Thinking/Problem Solving
- Communication
- Collaboration
- Creativity

Partnership for 21st Century Skills 4 C's Components	Alignment to Wisconsin Leadership Certificate Assessment
Critical Thinking/Problem Solving	4. *Uses critical thinking/problem solving skills* 7. *Engages in strategic planning/management* 9. *Develops cultural competence* 12. *Demonstrates openness to learning/feedback*
Reason Effectively • Use inductive/deductive reasoning as appropriate to the situation **Use Systems Thinking** • Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	• Utilizes "big picture" thinking techniques • Analyzes and evaluates different points of view and/or different components of a problem • Works with group/team to define realistic goals that are SMART • Helps group develop plans and prioritize tasks needed to accomplish goals • Tracks group progress and modifies plans if necessary • Exhibits good organizational skills • Engages in self-reflection to improve practice
Make Judgments and Decisions • Effectively analyze and evaluate evidence, arguments, claims, and beliefs • Analyze and evaluate major points of view • Synthesize and make connections between information and arguments • Interpret information and draw conclusions based on the best analysis	• Recognizes and values different perspectives • Collaboratively develops a vision and/or mission for the team • Interprets information and draws conclusions/makes decision based on best analysis

Partnership for 21st Century Skills 4 C's Components	Alignment to Wisconsin Leadership Certificate Assessment
• Reflect critically on learning experiences and processes	• Receives feedback in a positive manner • Uses feedback for improvement
Solve Problems • Solve different kinds of non-familiar problems in both conventional and innovative ways • Identify and ask significant questions that clarify various points of view and lead to better solutions	• Encourages/seeks feedback from others about ways to improve

Communication	*1. Communicates effectively with others* **5. Demonstrates effective team-building skills** **6. Facilitates productive group processes** **9. Demonstrates cultural competence**
Communicate Clearly • Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of contexts	• Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of contexts • Organizes messages/information in a logical and helpful manner • Communicates a clear vision and brings people together around a common mission
• Listen effectively to decipher meaning, including knowledge, values, attitudes, and Intentions	• Demonstrates effective listening skills such as "active" listening • Asks appropriate questions for clarity • Promotes the involvement of all individuals during group discussions
• Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)	• Adjusts the communication approach for the target audience, purpose, and situation to maximize impact • Uses respectful communication techniques • Creates a community of trust, giving space for different opinions and ideas
• Use multiple media and technologies, and know how to judge their effectiveness as a priority as well as assess their impact • Communicate effectively in diverse environments (including multi-lingual)	• Understands own identity • Seeks to understand and demonstrates respect for other cultures and ideals • Interacts effectively with diverse populations • Implements nondiscrimination in daily interactions and in working with teams

Collaboration	**2. Collaborates productively with others**

Partnership for 21st Century Skills 4 C's Components	Alignment to Wisconsin Leadership Certificate Assessment
	5. **Demonstrates effective team-building skills**
	6. **Facilitates productive group processes**
	8. **Delegates tasks as appropriate**
Collaborate with Others	• Works effectively in teams with people of diverse backgrounds and abilities
• Demonstrate ability to work effectively and respectfully with diverse teams	• Respects the opinions of others
	• Inspires, engages, and motivates others to be part of a team
	• Understands and demonstrates use of appropriate facilitation skills
	• Able to keep group on task
• Exercise flexibility and willingness to be helpful in making necessary compromises to establish a common goal	• Helps team members identify their strengths and utilize their skills
	• Has concern for the task at hand and the people involved
	• Engages all members
	• Explains tasks and works with group members to match talents to tasks
	• Creates and utilizes a system of priorities for monitoring progress and accomplishing tasks
• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	• Shares responsibility for collaborative work
	• Is able to manage conflict among team members
	• Applies appropriate conflict resolution techniques when needed
	• Encourages group members to be actively engaged in reaching goals
	• Provides group members with autonomy and support, as needed, to accomplish tasks
	• Gives appropriate feedback (positive or constructive) to group members
	• Expresses appreciation for contributions
	3. **Demonstrates creativity**
	6. **Facilitates productive group processes**
Creativity & Innovation	10. **Exhibits accountability**
Think Creatively	
• Use a wide range of idea creation techniques (brainstorming)	• Generates ideas using techniques like "brainstorming"
• Create new and worthwhile ideas (both radical and incremental concepts)	• Encourages development of new ideas
• Elaborate, refine, analyze, and evaluate own ideas in order to improve and maximize creative efforts	
Work Creatively with Others	
• Develop, implement, and communicate new ideas to others effectively	• Thinks "outside the box"
• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work	• Leads discussions/processes
• Demonstrate originality and inventiveness in work and understand the real world limits to adopting	• Demonstrates originality and inventiveness in his/her work

Partnership for 21st Century Skills 4 C's Components	Alignment to Wisconsin Leadership Certificate Assessment
new ideas • View failure as an opportunity to learn, understand that creativity and innovation is a long-term cyclical process of small successes and frequent mistakes **Implement Innovations** • Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur	• Takes responsibility for actions and understands consequences of actions • Admits mistakes and seeks to remedy them • Helps develop innovative solutions to problems

	Other
	10. Practices ethical behavior
	   • Identifies formal/informal codes of conduct of a particular group or community
	   • Is cognizant of one's personal standards
	   • Models behaviors that demonstrate honesty, integrity, compassion, and loyalty
	   • Understands the importance of adherence to policies
	11. Exhibits accountability
	   • Models behaviors that demonstrate self-discipline, reliability, and dependability
	   • Follows through on commitments
	   • Manages time effectively
	   • Completes tasks on time and meets established standards for quality work
	13. Shows initiative and self-direction
	   • 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
	14. Actively seeks out and participates in opportunities to learn or be trained
	   • Participation in required career-related training and/or educational programs
	   • Participation in training or orientation for specific tasks

Appendix D

Resources & Sample Activities

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RESOURCES

Add Cultural Competencies from BAB

The Department of Public Instruction does not endorse or encourage the use of a particular product, activity, book, etc. This list is not all-encompassing and is provided only as potential resources for those implementing the Youth Leadership Certificate.

AMERICAN MANAGEMENT ASSOCIATION (AMA)

AMA 2010 Critical Skills Survey Executive Summary (2010)
http://www.p21.org/documents/Critical%20Skills%20Survey%20Executive%20Summary.pdf

ARIZONA BOARD OF REGENTS
UNIVERSITY OF ARIZONA LEADERSHIP PROGRAMS

Student Leadership Competencies (2011)
http://arizonaleadership.orgsync.com/org/linx/competencies

CENTRAL MICHIGAN UNIVERSITY

A leadership competency model: Describing the capacity to lead (2004)
A leadership competency model: Technical report (2004)
http://www.chsbs.cmich.edu/leader_model/model.htm

NATIONAL ALLIANCE FOR SECONDARY EDUCATION AND TRANSITION (NASET)

National Standards and Quality Indicators: Transition Toolkit for Systems Improvement (n.d.)
(Used more for the research base.)
http://www.nasetalliance.org/docs/TransitionToolkit_InfoPages.pdf

NATIONAL COLLABORATIVE ON WORKFORCE AND DISABILITY FOR YOUTH (NCWDY)

Youth development and youth leadership: A background paper (2004, June)
http://www.ncwd-youth.info/assets/background/YouthDevelopment.pdf

NATIONAL ASSOCIATION OF STUDENT COUNCILS

Certified Student Leader Program – Leadership Library (contains documents focusing on the criteria and tasks that student leaders must provide as evidence in their Certified Student Leader Application.)
http://www.nasc.us/NASCStudentLeadersProgram/LeadershipLibrary.aspx

NATIONAL FFA

LifeKnowledge® Core Competencies and Lessons (online PowerPoint presentation and tools)
https://www.ffa.org/search/results.aspx?k=LifeKnowledge%20Core%20Assets (PowerPoint)
http://ffa.learn.com/learncenter.asp?id=178411 (includes link to lessons)

PARTNERSHIP FOR 21ST CENTURY SKILLS

P21 framework definitions (2009)
http://p21.org/documents/P21_Framework_Definitions.pdf

SOLV: YOUTH LEADERSHIP FOR COMMUNITY ACTION

Career-Related Learning Standards Alignment Assessment Tool (2006)
http://www.solv.org/programs/education/CRL_Assessment_Tool_2006.pdf

WISCONSIN DEPARTMENT OF WORKFORCE DEVELOPMENT

Child Labor Laws
http//:dwd.wisconsin.gov/er/labor_standards_bureau/child_labor_laws.htm

THE YOUNG FOUNDATION (based in the United Kingdom but U.S. organizations involved)

Taking the lead: Youth leadership in theory and practice (2009)
http://www.theyouthoftoday.org/downloads/takingthelead.pdf

SAMPLE ACTIVITIES

This section describes sample activities that teachers and community partners can use to help youth develop leadership competencies.

Activities:

- Have students define leadership (see **Appendix F** for samples)
- Other activities to be added at a future date

Many resources exist for use by teachers and community-based organization (CBO) staff to help youth develop leadership competencies. Several examples of resources available from youth leadership organizations include:

LifeKnowledge® Lessons
National FFA
http://ffa.learn.com/learncenter.asp?id=178411 (includes link to lessons)

The National FFA partnered with LifeKnowledge® to develop lessons that can be used by middle and high school teachers and FFA leaders. Each lesson contains student learning objectives, materials needed, a summary of content and teaching strategies, activities, and short assessments. Lessons cover many of the Wisconsin DPI draft competencies including communication, collaboration, group processes, and cultural competence.

One activity on group decision making for high school youth divides students into teams of six to eight people to solve a fictitious "Murder Mystery." The activity is summarized below.

1. Student teams are given a packet of murder mystery clues, such as "The elevator operator went off duty at 12:30 a.m." and a scenario. An equal number of clues is then distributed to each member of a team. Team members read their clues aloud and then the group is to work together to solve the mystery in 30 minutes. The teacher or FFA leader facilitates discussion about strategies for arriving at group consensus and decisions, and what an individual's responsibility is in the group decision-making process.

2. As an extension of this activity, students could take a field trip to a school board meeting, local civic organization, or business meeting to observe and report on group decision-making strategies and principles that were employed.

Youth Engaged in Leadership and Learning (YELL): A Handbook for Program Staff, Teachers, and Community Leaders (2007)
http://www.stanford.edu/dept/SUSE/gardnercenter/resources/yell_curriculum.html

Established in 2000 by the John W. Gardner Center (JGC) for Youth and Their Communities at Stanford University, the YELL program engages youth in Redwood City and West Oakland, California, in learning about their own communities to lead change efforts. The original YELL curriculum was developed in 2000 and then augmented with lessons from implementation, activities developed by youth and adult partners, and JGC's research on the program's effective practices. The curriculum can be used by schools and CBOs to support authentic youth participation, promote effective policies and practices to strengthen communities, and support young people's personal growth. Curriculum topics include: *Communication*, *Leadership*, and *Research and Action*. A sample activity can be found below.

SAMPLE YELL CURRICULUM ACTIVITY FOR EFFECTIVE LISTENING SKILLS "EARTHQUAKE" (P. 36)

This group activity takes 45 minutes to complete.

Before starting, the teacher or community partner reads the *Earthquake Activity Actions Steps* and the *Earthquake Activity Dialogue* found in the curriculum materials and prepares the room.

Step 1: Earthquake Dialogue

Pass out the strips of dialogue evenly to the participants. Make sure that each participant plays a role in the dialogue.
Have youth participants read their lines in consecutive order (1-30). The group leader can read the bold sections of the dialogue.

Step 2 After the dialogue is finished, pass out an *Earthquake Action Steps* sheet to each participant. Read the directions aloud to the participants.

"There are seven action steps you should take to ensure your survival and rescue, and five action steps that you should not take because they are either unnecessary or may harm you. Decided which of the seven action steps listed you would take, assigning a 1 to what you would do first, a 2 to your second step, through 7. Continue ranking with the remaining give steps that you would not take, numbering them 8-12 with 12 being the most dangerous or least helpful step, 11 the next less dangerous step, and so on. Complete the ranking without discussing the situation with anyone else. Place your answers in the column marked 'My Answers' on your *Earthquake Action Steps* sheet."

Give youth time to think about the steps and fill out the sheet.

Step 3: After they are done, divide participants into three groups or teams. Let them know their task is to select, as a group, the sequence they think makes the most sense. When the team has agreed on a series of steps, have them write their answers on a white board or flip chart paper.

Let the participants develop a method for completing this task on their own. This activity works best if the instructor avoids participating.

Debrief (15 minutes)

Have a discussion about the characteristics of good listeners, focusing on the importance of listening to all the information in order to be as safe as possible. Sample questions: What made the activity challenging? What did you notice about your listening skills and your results? Did anybody say anything that was ignored? What may have caused the differences in the group versus individual answers? Which people in your life (parents, friends, teachers, etc.) are good listeners? How can listening be an important characteristic for a leader to have?

In-class debates—discussion to evaluate different types of work places and draw comparisons
Persuasive writing
Working in a group—

- local Career and Technical Student Organization officer trainings
- team building through a retreat
- set program of work or strategic plan for the year

Appendix E
Frequently Asked Questions

FREQUENTLY ASKED QUESTIONS

Note: A variety of CTE and academic teachers, during the pilot phase of this project, provided the following list of questions from their experiences using the Youth Leadership Certificate in classrooms and student organizations setting.

Q: How are students expected to complete the 90 hour requirement for this certificate?
A: Students can document hours in multiple ways. Ultimately, students and mentor teams should discuss the plan for completion of these hours during the Leadership Development Plan process. Hours can be earned through community service, on-the-job, through Career and Technical Student Organization service or leadership activities, school-based and/or community-based organization service or leadership activities (i.e.; Student Council representative), sports leadership roles (i.e.; captain of the football team), or any combination of these or other service or leadership hours.

Q: How long do students have to complete the certificate?
A: Students can complete the certificate in as little as three months and up to four years. District representatives should register with DPI all students each year that are working on this certificate.

Q: What are the dot points under each competency on the Certificate Assessment?
A: Each dot point under the competencies is a sample quality or habit that can show mastery of the competency. These are not an exhaustive list nor are students expected to be evaluated on each bullet point.

Q: Where can I find resources and sample activities to assist in the implementation of the Youth Leadership Certificate?
A: Appendix D in this document contains an excellent starting point for finding resources and activities that may be useful to classroom teachers and community based organizations.

Q: Where can students record their goals to help them complete the Youth Leadership Certificate?
A: Students should complete the Leadership Development Plan prior to and throughout the process of completing the Youth Leadership Certificate. This plan outlines goals, accomplishments, and provides a plan for how students will meet the outline goals and necessary hours requirements.

Q: How do I get my student's certificates of completion prior to graduation?
A: Submit your student completers online at least four weeks prior to graduation. Typically, certificates can be expected 15 to 20 working days after submission of completer scores. Registration for the Youth Leadership Certificate can be found at http://www2.dpi.state.wi.us/CTE_Skills/dpi_login/dpi_login.asp.

Q: If the lists of competencies on the Certificate Assessment are examples, can this list be customized for use at the local level?
A: Absolutely, that is precisely how the Certificate Assessment was designed. The certificate is meant to provide examples that districts and schools can use to ensure the Youth Leadership Certificate meets local needs, as well as, assists students in demonstrating mastery of the competencies outlined.

Appendix F
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Appendix G

Leadership Definition Samples

WHAT IS LEADERSHIP?

The following definitions were developed, individually, by students:

- The act of being in control and everyone else follows you.
- Being in a position where others listens and follows.
- Is showing people how to get along. It is also showing others how to be better through your own views
- Is the ability to earn the respect of others and be good examples, someone who helps for the benefit of others.
- Is a quality someone has, if you are described as having leadership then you are caring, kind, generous, humble and good to others.
- Person who shows the right thing to do no matter what. Leadership is also a great quality for a person to have because it will get them father in life.
- Is quality to achieve superior skills to encourage each other to succeed well.
- When people set good examples for other people. When people teach and help others.
- Leadership is about being a great role model for younger kids and others. When in leadership position lead with a positive attitude.
- "organizing people for the betterment of the community"
- Leadership is when one person leads a group of people to do something and has a lot of responsibility.
- Leadership is the act of helping others and taking the lead when someone else can't.
- Leadership is taking charge and helping others out. It's doing what you think is right and not being a follower.
- Leadership is someone who takes charge of a task or situation to get the job done.
- Leadership is someone who is in charge of something and take responsibility for their actions and everybody elses.
- Leadership is where someone takes over and takes responsibility for not just himself but for everyone. They look for the well-being in others.
- Leadership is being a role model. It's teaching people the right thing.
- Leadership – when a person stands up and takes control of everything and they know what they are doing.
- Leadership is taking charge in whatever you are doing.
- Leadership is giving the right example and being a role model.
- Leadership is when you take pride in what you're doing and share that with others to teach them.
- Leadership is the act of making decisions for people and leading them the right way.
- Leadership is being a role model for others, someone to follow and look up to.
- Leadership is leading others through thick and thin. Anyone can be a leader and be first in line when things are going great, but a true leader can lead their followers through tough times when the cards are stacked against them. That is a true leader a role model and someone to follow and look up to.
- Leadership is when you lead someone to a good start or lead them on their way to success.
- Leadership is when you lead someone else in the right direction. Also getting things done on time and doing it right the first time.
- Leadership is being a leader, teaching others to better them. It is being responsible and mature.

- Taking charge, being responsible, taking control of a group, big dog of the pack
- Taking charge and controlling situations to be a leader you have to be responsible.
- Being responsible, confident, and goal orientated. Works hard to get things done.
- Setting an example for others to follow
- Leadership is when someone plays an important role in something. They will be responsible for everything and take charge.
- A good person that you can do stuff with and help around town. They are individuals who are nice and have a good record.
- Taking control of keeping everybody on task.
- Someone who is loyal, trustworthy, strong, smart, intelligent, listens to people, and can take control of a group.
- Leadership: Stays on task, is nice to a group, isn't afraid to take risks, listens to and tries to incorporate all ideas, loyal and trustworthy.
- Being able to stand up in a group and take charge but at the same time you should be abel to know when to hand the reins over to somebody else.
- Working ahead of a group and setting a good example.
- One responsible, smart, and skilled person leading a group of people through a task.
- Telling people what to do but kindly being a good role model having a positive attitude trying your hardest, excepting mistakes when they happen, and learning from them.
- Doing something before anybody else.
- A person who makes good choices, likes to take charge, and thinks before they act.
- A skill that somebody has to set an example or influence other kids or peers, and steps up to the challenge at hand.
- Taking charge of a situation. Not only acting like a role model, but setting good examples for fellow students.
- To have leadership is to not be afraid to speak up for what you believe and not let others influence you in a negative way and influence others in a positive way.
- A person or a group that leads showing a group to be good leaders to follow.
- Someone who keeps people on task and makes sure they get the job done.
- Someone who takes charge and guides others into doing what's right.
- Positive or negative guidance when one person's (a leader) decision influences someone else's, a leaders takes charge.
- Stepping up when no one else will take charge in a positive way.
- The ability to influence others to achieve individual or group goals
- Leading a group of people, but learning as you go also. Learn to listen and help others out, team effort.
- Leading a group of people in the right direction, but also listening to the feedback of other people and putting their ideas into action.

The following definition was developed collaboratively by a group of students:

> A leader is an individual who is witty, determined and admired. Who also is open minded and dedicated to make a positive difference. Someone who is not afraid to ask questions, who also sets good examples and makes choices based on needs over wants. Performs well under pressure in consideration of others.

The following definitions were developed by the *Wisconsin Youth Leadership Certificate* workgroup:

- o …the ability to motivate, inspire, encourage, and influence each person's passion to achieve the groups' goals.
- o …innovation, vision, accountability, and doing the right thing even when no one is watching.
- o …the application of vision and skills to positively influence others, effect progress or change that makes a contribution or difference in the school and/or community through collaborative processes.
- o …involves cooperative and inclusive behaviors in order to positively engage self and others towards a common goal.
- o …looking for opportunities to serve others

Appendix H
Special Thanks

SPECIAL THANKS

Many individuals at the Wisconsin Department of Public Instruction have also dedicated their time and energy to the development of this certificate.

JANICE ATKINSON
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