



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Cultivating Student Leadership

Course Description: The principles of student leadership are rooted in the belief that a drive to benefit the greater good lends itself to establish, harness, and achieve a common purpose. Educators are in a unique position to identify and cultivate the leadership qualities in all of their students. This course will give participants the tools to identify the leadership characteristics that their individual students possess to help in developing a culturally responsive student leaders that incorporate the promoting a school climate inclusive of minoritized students, particularly those historically underrepresented and marginalized. This course will impart knowledge about how to design and implement lesson plans and action plans that provide ongoing, structured student leadership opportunities for all as well as how to inspire and steward student leaders into broader community initiatives and activism.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<p>Educators will:</p> <ul style="list-style-type: none"> • learn what Culturally Responsive Teaching is and why the course will examine student leadership with this lens. • examine Equity in education • explore and deepen understanding of student leadership principles and characteristics • examine the effects of student leadership roles on student outcomes, including those from historically underrepresented and marginalized populations • determine the relationship between student leadership and a positive school climate and brave learning community
<p>Topics</p>	<ul style="list-style-type: none"> • Culturally responsive Practices • Equity in education • The Marginalized and Underrepresented • Definitions and principles of student leadership. • Benefits of cultivating student leaders. • Relationship between student leadership and positive, brave learning communities
<p>Application to Instruction & Student Learning</p>	<p>Educators</p> <ul style="list-style-type: none"> • define and understand the concepts of student leadership with attention to our historically underserved and marginalized student populations • evaluate their own contribution to their school’s “student leadership” climate and examine your own portrait as a practitioner of equitable practices. • analyze the impacts of a “student leadership” climate as it relates to an increase in all student outcomes • identify the characteristics of “student leadership” and understand how to move towards a continuum of improved “student leadership” practices. • will know the importance of engaging all students and staff members in promoting an inclusive and positive student leadership culture and brave learning community • will share how making positive changes to the classroom culture will positively impact wide cross-sections of diverse learners. • will understand the use of Padlet and JamBoard as tools to facilitate virtual student leadership gatherings. The use of Padlet will allow students to post agendas and interact with common texts and links. Padlet affords students the opportunity to work collaboratively via shared posts and interactive features. JamBoard may serve as a community building platform whereby students share their likes/dislikes/leadership vision/ ideas for vision implementation. JamBoard also affords students the ability to view one another’s jams and to respond back with commentary or notes.

Session II

Objectives	Educators will <ul style="list-style-type: none"> • Examine Marginalization and how the history of marginalizing students and the subsequent negative impact • identify and examine their own personal and institutional beliefs contributing to equity • deepen understanding of the relationship between student leadership and student achievement. • employ various skills to enable the establishment of a positive and brave learning community as a means to promote meaningful, ongoing, and sustainable student leadership initiatives. • construct culturally responsive practices to allow students to create and actively engage in the positive and brave learning community that leads to student leadership opportunities.
Topics	<ul style="list-style-type: none"> • Marginalization’s Impact • Examine Your Own Bias and Impact on Instruction and Students • School Culture and Student Achievement • Team Building and Positive School Culture • How Culturally Responsive Practices And Dispositions Cultivate Leadership
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Deepen understanding of the relationship between student leadership and student achievement. • Create a resource that helps to teach and employ strategies to develop student leadership for all with attention our broad and diverse populations • Employ various skills to enable the establishment of student leadership opportunities. • Construct methods to allow students to create and actively engage in the positive brave learning culture that supports student leadership. • Synthesize an action plan to improve a school culture that supports student leadership (i.e.: faculty meeting presentation, study circle mini-lesson model, peer tutoring program, Leadership Fair, National Honor Society meetings, etc.). • Utilize students’ discussions to make ongoing adjustments to increase a positive and brave leadership culture that is inclusive of all including specifically those students with diverse experiences and perspectives. • Explore remote leadership collaboration through the use of Microsoft Sway. Students will be able to create leadership presentations and forums through the use of shared Sway links. The sharing of Sway links allows students to be inclusive of one another in collaborating on group projects or leadership initiatives. Additionally, students may have the ability to use Google Meets, Schoology Conferences, and Zoom.

Session III

Objectives	Educators will: <ul style="list-style-type: none"> • examine the role of teacher leadership in the development of student leadership. • examine how they can actively steward future leaders • learn how to create and maintain a brave learning community to safely develop leadership. • understand and apply the principles of effective and sustainable student leadership. • explore virtual platforms for volunteerism.
Topics	<ul style="list-style-type: none"> • Culture And Other Factors Affect Leadership • Your role: Your plan - long-term follow up, Passing the Torch • Strategies to develop leadership • Activities to explore and creation of your own
Application to Instruction & Student Learning	Educators will: <ul style="list-style-type: none"> • examine the role of student leadership building activities. • learn to elevate student voice to achieve leadership qualities • utilize faculty survey to make incremental gains in school wide positive cultural shifts that support student leadership

	<ul style="list-style-type: none"> • understand and apply student leadership building that may ultimately lead to community service. • focus on culturally diverse student body when implementing positive student leadership initiatives • utilize remote and virtual collaboration platforms such as Prezi to foster student collaboration and interaction. Prezi presentations may be shared out with a wider audience. Students will explore virtual community service platforms as outlined on Grown and Flown.
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Session IV

Objectives	<p>Educators will:</p> <ul style="list-style-type: none"> • identify the ways in which students can extend leadership beyond the classroom • share and discuss student surveys as they pertain to student leadership. • identify avenues in which they can be change agents in the school community. • understand the value of students engaged in virtual civic opportunities. • explore various virtual platforms that promote leadership growth and sustainability. • develop an action plan for ongoing efforts to establish a positive school culture that supports student leadership. • explore virtual civic engagement resources.
Topics	<ul style="list-style-type: none"> • Final • Beyond The Classroom: Student Leadership
Application to Instruction & Student Learning	<p>Educators will:</p> <ul style="list-style-type: none"> • identify the ways in which students can extend leadership beyond k-12. • share and discuss student surveys as they pertain to student leadership. • identify avenues in which they can be change agents in the school community. • understand the value of students engaged in civic opportunities. • develop an action plan for ongoing efforts to establish a positive and brave learning community that supports student leadership. • develop a means of measuring ongoing school culture improvement plan that are mindful of constructing inclusive methods of stakeholder participation. • survey feedback via Forms, Google Sheets, or Survey Monkey. Educators will supervise students' engagement with virtual civic opportunities such as the Carnegie melon University Virtual Civic Engagement Opportunities page.