

Leadership Education and Development in STEM High Schools

By:

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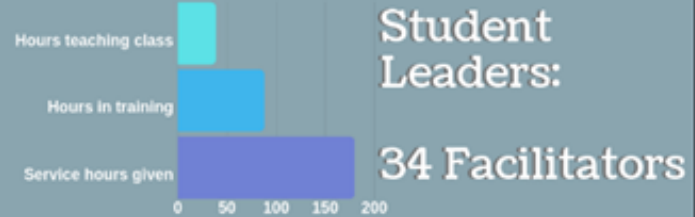


LEAD SNAPSHOT



Student
Learners:

220
Sophomores



What's Accomplished

156
CLASSROOM
DISCUSSIONS



55
PRODUCTS
CREATED



34
EXPERT
EVALUATIONS



220
STUDENT
ACHIEVEMENTS



“As leaders, it is our responsibility to create learning conditions that immerse and engage our children in the creative story of life so that they can walk connected paths and author whole and connected lives.”

-Stephanie Pace Marshall

Agenda for Presentation

- Why Leadership Development Matters
- Program Background
- Current Model
- Impact
- Resources

Why Leadership Development Matters

“Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.”

Leadership: Theory and Practice
Peter G. Northouse

Program Background

History of LEAD

- January 2000- 16 students and 1 IMSA staff member worked with Free the Children and developed the program concept
- Fall 2000- LEAD program piloted with 13 student facilitators and 2 staff advisors
- Today- 18th year with 34 student facilitators and 4 staff advisors

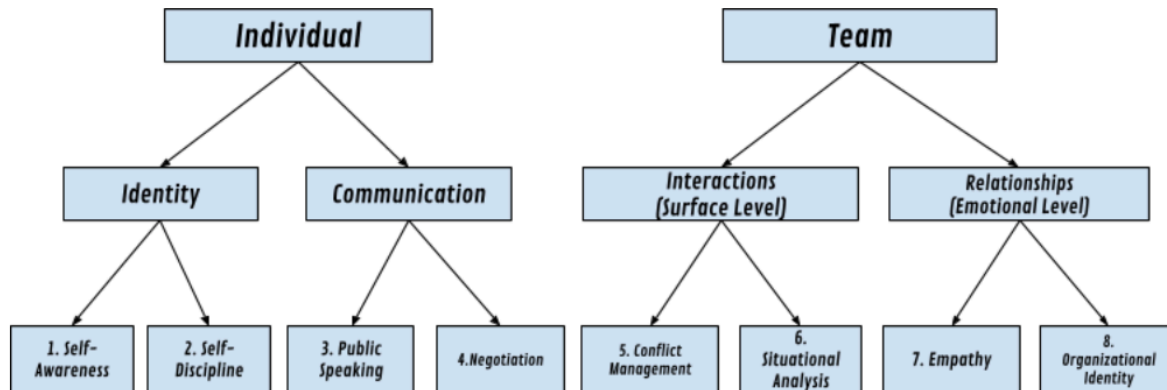
The mission of LEAD: To foster social awareness and civic engagement among youth in their communities

Current Model

- Framework
 - United Nations Sustainable Development Goals
 - CWRA+
- Structure
 - First Semester: Core
 - Second Semester: Elective
 - Social Entrepreneurship
 - Public Policy
 - Data Journalism
- Performance Evaluation
 - Based on attendance
 - Student Leadership Exchange

Current Model: Core Curriculum

SKILLS PROGRESSION 2018-19



1. *Psychodynamics – Self-awareness*
2. *Religion – Self-discipline*
3. *Social Movements – Public Speaking*
4. *Communications – Negotiations*
5. *Gender – Conflict Management*
6. *Culture – Situational Analysis*
7. *Group Dynamics – Empathy and Relationship*
8. *Education – Organizational Identity*

Current Model: Lesson Plan

IMSA Leadership Education and Development



Module Template

"DO you have the sign???"

- Liza, never

Introduction

This section should introduce the module, including the following: content taught, topics discussed, and connections to be made. No more than a few sentences. Try to connect the purpose of this module, to overall goals of the elective.

Objectives

1. Students will be able to (SWBAT) write a cohesive, engaging, and relevant LEAD module.
2. Objectives will be written in the form "SWBAT action verb..."
3. [This chart](#) provides a list of action verbs for each category of Bloom's Taxonomy. They will be of great assistance when writing.
4. Facilitators will be able to... (this is for facilitator growth)

Agenda

1. Skills/Topics
 - a. Put subtopics/subskills here
2. (add as needed)

Leadership Connections

1. Leadership theory that relates to this module
 - a. How it relates

Skill(s)

Skill 1

Resources:

1. APA Source 1
 - a. Briefly state the information that Link 1 contributes to this topic.

2. APA Source 2

- a. Feel free to highlight the most relevant portions of your source with page or paragraph numbers.

CORE Crash Course (CCC):

Choose an appropriate format, but a paragraph will work splendidly for most topics. This section should detail the content in a succinct but informative enough that facilitators can read it and be able to explain the topic in a pinch. Limit this document to two pages (including this one!) to maintain accessibility.

Topics

Topic 1

Resources:

3. APA Source 1
 - a. Briefly state the information that Link 1 contributes to this topic.
4. APA Source 2
 - a. Feel free to highlight the most relevant portions of your source with page or paragraph numbers.

CORE Crash Course (CCC):

Choose an appropriate format, but a paragraph will work splendidly for most topics. This section should detail the content in a succinct but informative enough that facilitators can read it and be able to explain the topic in a pinch. Limit this document to two pages (including this one!) to maintain accessibility.

Topic 2

Resources:

1. APA Source 1
 - a. Briefly state the information that Link 1 contributes to this topic.
2. APA Source 2
 - b. Feel free to highlight the most relevant portions of your source with page or paragraph numbers.

CORE Crash Course (CCC):

Choose an appropriate format, but a paragraph will work splendidly for most topics. This section should detail the content in a succinct but informative enough that facilitators can read it and be able to explain the topic in a pinch. Limit this document to two pages (including this one!) to maintain accessibility.

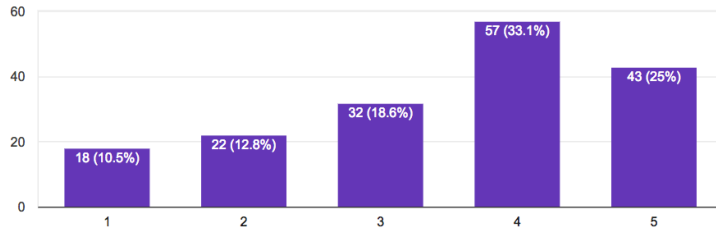
Current Model: How it's Unique

- Student driven
- Empowering young people to change the world
- Application of knowledge- creation of product
- Professional evaluators
- Academy support
- Graduation requirement for all sophomores (pass/fail grade)
- Service hours for student facilitators

Impact: Peer Evaluation in CORE

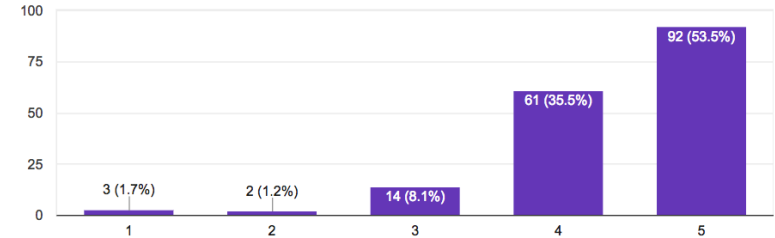
How enriching was CORE to your sophomore academic experience?

172 responses



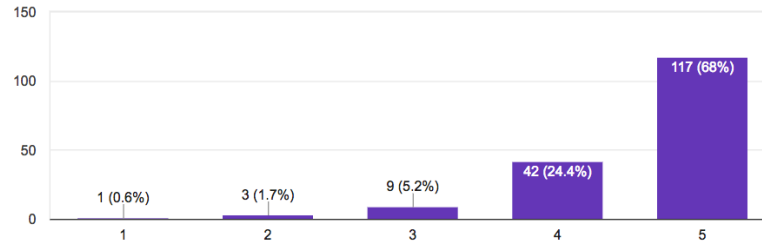
How would you rate your facilitators' delivery of the material?

172 responses



How would you rate your facilitators' overall performance?

172 responses

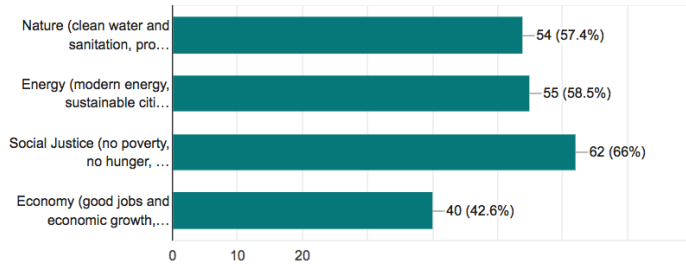


End of Year
Survey May
2017

Impact: Student Evaluation on SLX

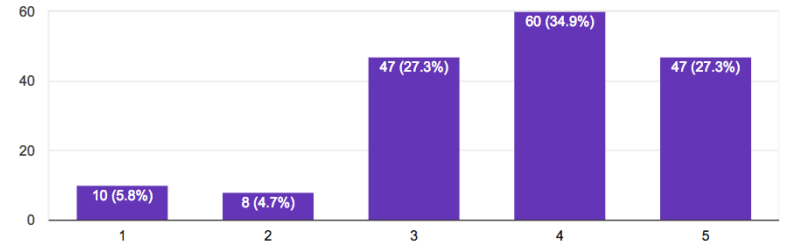
Which social topics are you interested in?

94 responses



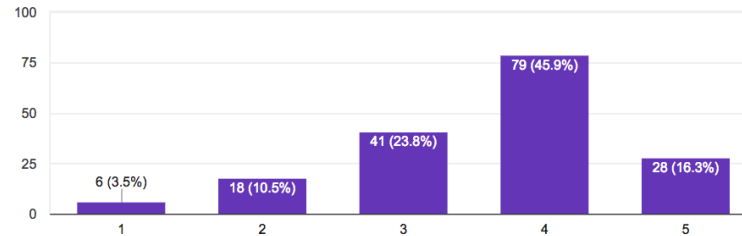
How relevant was the feedback you received from evaluators?

172 responses



How prepared were you for SLX?

172 responses



End of Year
Survey May
2017

Impact: Student Feedback

End of Year Survey
May 2017

Comment on the pacing, relevance, and overall level of engagement for CORE.
You can use this space for any additional comments as well.

172 responses

Not engaged at all and poor variety of material.

I really liked core over socent and found that everything, except the history of leadership, useful.

It was good

I would make current events more present in CORE, as it helps with engagement compared to some of the current modules where no one is paying any attention.

They were very engaging and I don't see how they could make it any more of a fun, productive environment then they did.

I really like the pacing. It wasn't overwhelming at all and it went by so fast!! My facilitators were amazing!

I think it was cool, but my facilitators probably contributed to that, it's a bit slow at the beginning

I think my core class was very engaged and educational mostly because of who our facilitators were.

I found it fine, but a little less engaging than i would have liked.

Very relevant and very engaging especially because of the facilitators

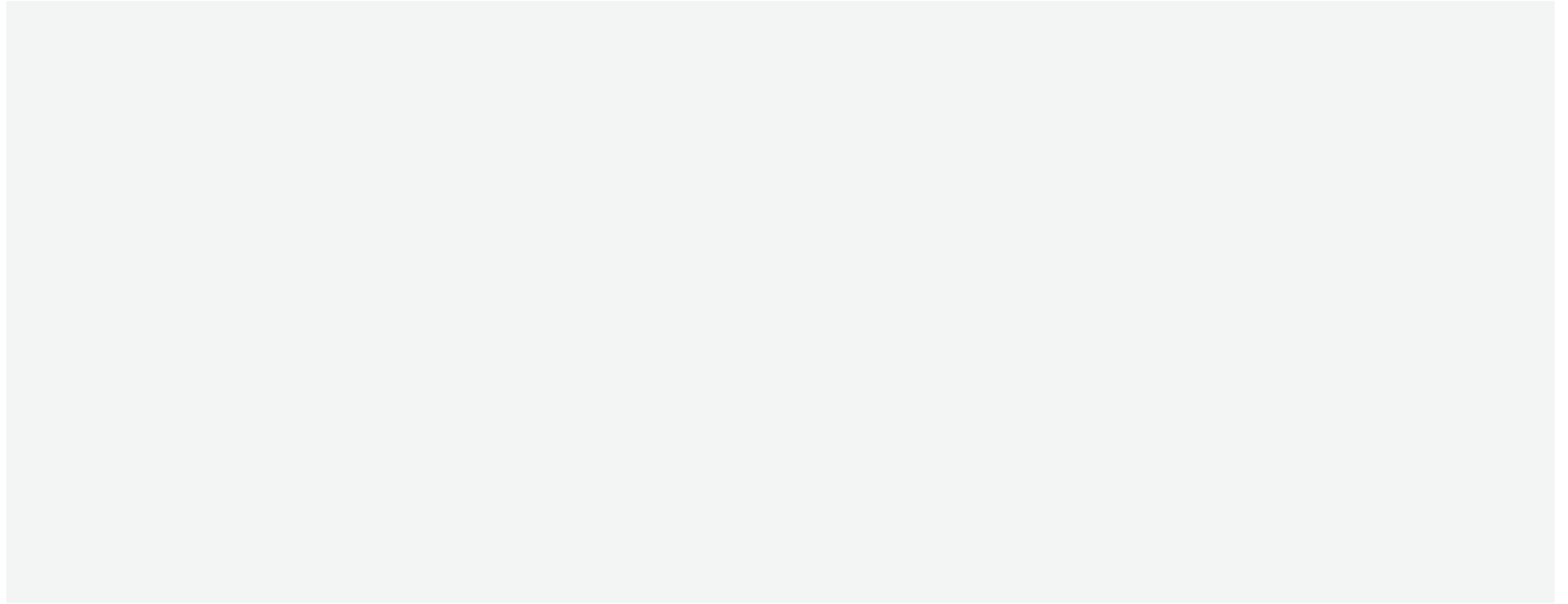
Impact: Facilitator Reflections

Why did you originally decide to become a facilitator? How has that changed, if at all?

- I wanted to be a facilitator because I wanted to become more comfortable being in a leadership position, especially in the classroom. Last year, I thought I wanted to be a teacher. While that isn't true anymore, I still feel like the public speaking, teaching, and classroom management skills I'm gaining are going to benefit me a lot. Additionally, I wanted and still want to be a facilitator because I want to make the program as beneficial as possible for the sophomores. While LEAD isn't going to be for everyone, I want everyone in my classroom to at least get something useful out of the time they spend at LEAD, and I hope they don't feel miserable.
- I looked up to LEAD facilitators during my sophomore year, entering IMSA and seeing a class run by entirely students was empowering, now that I am a LEAD facilitator, I have lots of respect for past facilitators.

-Collected Fall 2018

Impact: Alumni Reflections



Resources

- [IMSA LEAD Page](#)
- [United Nations Sustainable Development Goals](#)
- [CWRA+](#)
- [Northouse](#)
- [Digital Commons: Student Leadership Exchange](#)
- [Google Drive Handouts](#)

Questions

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