Memo

To: Dr. Mary Whitrock
From: Christine Damm, Vincent Propson, Bill Kinziger
Date: October 15, 2024
Re: Updated Course Proposal: Principles of Leadership

Background: Beginning with the 2021-22 school year, the RASD Board of Education approved a new course titled *Principles of Leadership.* The approved course was based on the curriculum developed by CharacterStrong, which was our approved SEL curriculum at the secondary level. The course was previously taught by a team member of our Student Services Department. Beginning with the 2023-24 school year, the secondary level is no longer using Character Strong to support their SEL Curriculum. We have moved to Developmental Designs, which brings everyday strategies from relationship building, social skill-building, safe community, cultural responsiveness, and intrinsic motivation to advisory, content area classes, and across the school, throughout the day.

Recommendation: The updated Principles of Leadership Course Proposals being recommended below would each serve as a .5 elective course offering per semester for high school students beginning with the 2025-26 school year. Students will be encouraged to register for Principles of Leadership 1 and 2 to gain the full scope of leadership curriculum. It has not yet been determined who will be delivering this course to our RHS students. You will find specific details regarding this updated course proposal below.

Memo

To: Dr. Mary Whitrock

From: Christine Damm, Vincent Propson, Bill Kinziger

Date: October 15, 2024

Re: Updated Course Proposal: **Principles of Leadership 1**

Course Title:
A. Course Overview: Principles of Leadership 1

Prerequisites: None   **Grades:** 9-12

Graduation credits: .5 (Elective)   **Course Length:** Semester

Description: Principles of Leadership focuses on leadership attributes that can be identified, modeled and taught. The class is primarily experiential-learning based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. A variety of initiatives will be used to facilitate the learning of skills and, along with various media, reinforce those skills throughout the semester.

B. Rationale for Course Offering:

This course is designed to teach a framework for leadership and high-leverage skills to put a focus on people and not just projects. The updated course curriculum was developed by Steve Jones- a leadership coach, keynote speaker, consultant, and best-selling author who empowers leaders to build strong, united, and resilient cultures. His positive impact developed as a teacher and head football coach at Kimberly High School in Wisconsin, where he led his team to a record of 129-9 (including 70 consecutive wins) and multiple state championships. Steve's winning formula captivates Fortune 500 companies, pro sports teams, and competitive leaders aiming to inspire successful, connected teams.

C. Learning outcomes: (Summary of course objectives)

This course will cover in some capacity each of the social-emotional competencies recently adopted by the Wisconsin Department of Public Instruction in May, 2018. Additionally, here are the core objectives of this specific course:

- Students will understand the organization, expectations and expected outcomes of Leadership 1 class.
- Students can recite the 8 leadership styles and a basic definition of each.
- Students can recite the 8 leadership styles and a basic definition of each.
- Students can recite *at least* three common issues in modern leadership.
- Students can recite *at least* three common positive leadership traits in modern leadership.
- Students can describe the relationship between trust and successful leadership
- Students can describe the relationship between trust and successful leadership.
- Students can use research and course knowledge to compare, contrast and evaluate past leaders.
- Students can describe how attitude drives decision making.

- Students can recite the basic principles of leadership, current trends in leadership and the SOUL framework.
- Students can work as a team to accomplish a difficult task
- Students can recite the benefits of character driven leadership.
- Students can recite the benefits of a positive mindset.
- Students can recite the common routines/habits exhibited from successful leaders.
- Students can recite the common routines/habits exhibited from successful leaders.
- Students can describe how preparation drives success.
- Students can reorganize their daily schedule to foster an increase in performance.
- Students can recite the importance of being detail oriented in all aspects of life.
- Students can recite the importance elements related to discipline discussed within Unit #2.
- Students can understand the importance of communication as it relates to leadership.
- Students can write a professional letter to a successful leader.

C. Scope and sequence of instructional units and topics: (may be list format

Unit #	Unit Title
1	Introduction to Leadership
2	Discipline
3	Communication
4	Decision Making
5	Time and Subordinate Allocation
6	Ownership
7	Accepting the Challenge of Leadership
8	Servant Leadership
9	You as a Leader

D. Applicable state and local standards: (reference specific standards aligned to course)

Grades 2-10 SEL Competencies
Grades 11-Adult SEL Competencies

E. Appropriate materials and resources: (texts, online resources, novels, articles, etc)

Leadership 1 Curriuclum

New Course Proposal
2025-26 School Year

Memo

To: Dr. Mary Whitrock
From: Christine Damm, Vincent Propson, Bill Kinziger
Date: October 15, 2024
Re: Updated Course Proposal: **Principles of Leadership 2**

Course Title:

A. Course Overview: Principles of Leadership 2

Prerequisites: Principles of Leadership 1   **Grades:** 9-12
Graduation credits: .5 (Elective)   **Course Length:** Semester
Description: Principles of Leadership 2 will expand on the leadership attributes taught in Principles of Leadership 1. The class is primarily experiential-learning based and emphasizes the importance of communication, character, personal growth, and building strong relationships and teams. A variety of initiatives will be used to facilitate the learning of skills and, along with various media, reinforce those skills throughout the semester.

B. Rationale for Course Offering:

This course is designed to teach a framework for leadership and high-leverage skills to put a focus on people and not just projects. The updated course curriculum was developed by Steve Jones- a leadership coach, keynote speaker, consultant, and best-selling author who empowers leaders to build strong, united, and resilient cultures. His positive impact developed as a teacher and head football coach at Kimberly High School in Wisconsin, where he led his team to a record of 129-9 (including 70 consecutive wins) and multiple state championships. Steve's winning formula captivates Fortune 500 companies, pro sports teams, and competitive leaders aiming to inspire successful, connected teams.

C. Learning outcomes: (Summary of course objectives)

This course will cover in some capacity each of the social-emotional competencies recently adopted by the Wisconsin Department of Public Instruction in May, 2018. Additionally, here are the core objectives of this specific course:
- Students will understand the organization, expectations and expected outcomes of Leadership 2 class.
- Students can describe the correlation between mindset and success.
- Students can describe the difference between trying to succeed and trying not to fail.
- Students can recite *at least* 3 pieces of advice that can help foster success within their life.
- Students can describe *at least* two reasons that decoding non-verbal communication is important for leaders.
- Students can describe *at least* three common attributes of successful people/leaders.
- Students can describe why leaders need to be able to read their subordinates' body language.
- Students can recite *at least* three reasons why active listening is important for successful leadership.

- Students can describe how a lack of ownership can negatively impact a culture.
- Students can describe the difference between empathy and sympathy.
- Students can describe the two man "thieves" of happiness in life.
- Students can define the "Survival Brain".
- Students can recite the basic preparation necessary for an interview.
- Students can recite the basic preparation necessary for an interview.
- Students can recite the basic elements of a resume.
- Students can create a resume that presents themselves as a qualified individual with a growth mindset in a professional manner.
- Students can recite the basic elements of a cover letter.
- Students can create a cover letter that presents themselves as a qualified individual with a growth mindset in a professional manner.
- Students can create 15 professional, meaningful and thought provoking interview questions for two different professions.
- Students can use their preparation materials (company research, resume, cover letter) to represent themselves in a professional manner during an interview for a position in their chosen field.
- Students can describe two ways they can "attack" fear in their lives.
- Students can describe two ways that they can be a SERVANT LEADER in their daily lives.
- Students can describe the relationship between responsibility and successful leadership.
- Students can describe how adversity builds a necessary callus for success.

C. Scope and sequence of instructional units and topics: (may be list format

Unit #	Unit Title
1	So You Want to Change the World
2	Fighting the Battle Within
3	Raise Your Standard
4	It's About the People
5	Leadership is HARD
6	The Details of Leadership
7	Psychology of Leadership
8	You Can't Lead Alone
9	Positive Leadership is Powerful

D. Applicable state and local standards: (reference specific standards aligned to course)

Grades 2-10 SEL Competencies
Grades 11-Adult SEL Competencies

E. Appropriate materials and resources: (texts, online resources, novels, articles, etc)

Leadership 2 Curriuclum