



Developing Leadership Alignment Completing Frameworks



Leadership Alignment Requirements:

The Leadership Alignment Section:

- Reflects the leadership activities that are embedded in curriculum and instruction.
- Includes leadership skills taught and assessed within the class for all students
- Requires, for complete alignment, the 21st Century Skill to be matched to the specific activities or assignments used, and specific to the unit of instruction
- Requires clear articulation of activity/event/project aligned with appropriate 21st Century Skills
- Promotes an understanding of the academic and industry content at much higher levels, enabling students to think critically and communicate effectively.

NOTE: Utilizing CTSO activities and curriculum is permissible if ALL students within the course are taking part in the event, during class time. When creating leadership alignment, it is suggested to review the standards and performance assessments that are being used within the unit to align.

Leadership Alignment:

The minimum requirements to match 21st Century Skills to activity specific to unit can be accomplished in a variety of ways. The example below outlines one way to accomplish completing leadership alignment.

Unit/Standards	Verb	Nouns	Alignment:
Step 1: Determine the “big picture” and review the identified academic and industry standards within the framework	Step 2: Review the 21 st Century Skills and identify the action/skills that best support alignment with academic and industry standards	Step 3: Review the performance assessments, and determine the activity, project, or event/assignment(s) to align with the 21 st Century Skill(s)	Step 4: Combine the 21 st Century Skill (Step 2) with the activity specific to the unit of instruction (Step 3) to align the leadership.
Example:			
<p style="text-align: center;">Unit: <i>Career Exploration and Opportunities</i> CCTC Communicate Clearly, Effectively and With Reason. Educational Technology 1.2.1 Communicate and collaborate to learn with others <small>(*Above standards are general and taken from the CCTC (Common Career Technical Core) and Washington State Educational Technology Standards)</small></p>	<p style="text-align: center;">21st Century Skills: <u>Learning and Innovation:</u> Think Creatively Work Creatively with Others <u>Life & Career Skills:</u> Manage Goals and Time Be Self-Directed Learners Interact Effectively With Others</p>	<p style="text-align: center;">Performance Assessments</p> <ul style="list-style-type: none"> • Career Self-Assessment • Career Exploration – Choosing an Industry Pathway • Career Research Paper • Small Group Mock Job Interview 	<p style="text-align: center;">Leadership Alignment</p> <p><i>“Students will think creatively, manage goals and time, and be self-directed learners completing their career self-assessments and career exploration projects.”</i></p> <p><i>“Students will work creatively with others and interact effectively with others through the completion of their mock job interviews.”</i></p> <p><i>“Students will interact effectively with others through the CTSO job interview practicum (FFA, FCCLA, SkillsUSA, DECA, FBLA, HOSA, TSA, WCT SMA)”</i></p>

Minimum Leadership Alignment Requirement

Leadership Alignment = 21st Century Skill + Activity/Event/Assignment that is **Specific to the Unit of Instruction** (content related)

Example: Manage Goals and Time – Student Career Exploration

Framework Example:

Unit 1: Plant Anatomy and Physiology	Total Learning Hours for Unit: 20
<p>Performance Assessments:</p> <ul style="list-style-type: none"> • Plant Structure – identify parts and functions • Research and examine the life span of a tree including environmental conditions that coincided with the growth of a tree. • Create a poster depicting the lifespan of a tree referencing stages of growth with historical events. • Create a journal that includes sketches and identification information for 20 different species of local plants. • Root Structure and Cell Differentiation Investigation • Experiment: Osmosis process – plant root hairs 	
<p>Leadership Alignment: (<i>21st Century Skill is underlined, and activity is bolded for reference only</i>)</p> <p>Students will <u>work creatively with others</u> and <u>use systems thinking</u> to determine a way to group objects and create a flowchart to classify 20 different species of plants. Students will <u>work independently</u> and <u>think creatively</u> to create a journal including sketches and identification for 20 different species of local plants. Students will <u>think creatively</u> and <u>reason effectively</u> to create a model that represents the parts of a flower. Students will <u>access and analyze information</u> and <u>use technology</u> to research taxonomic classifications</p>	

Question: “Leadership Alignment; how much is “enough”?”

While the requirements for leadership alignment are clear, there is no magic formula for number of leadership standards that must be included in each section. As with other framework requirements, the frameworks should be a true representation of what is being taught and assessed in the classroom. The leadership alignment should be a complete picture of what is being done in class for all students, and be appropriate for the number of instructional hours in each unit.

Tips for Success	Tips to Avoid
<ul style="list-style-type: none"> ✓ Review the 21st Century Standards and determine what students are asked to demonstrate as already integrated within the curriculum and instruction 	<ul style="list-style-type: none"> ✗ Do not repeat the same activity in every unit; alignment must be content/unit specific
<ul style="list-style-type: none"> ✓ Align leadership with activities that occur during class for all students 	<ul style="list-style-type: none"> ✗ Do not just list the 21st Century Standards; there is no context without the activity/assignment matched
<ul style="list-style-type: none"> ✓ Articulate alignment so it is clear what students are learning and being assessed on in relation to the 21st Century Standards 	<ul style="list-style-type: none"> ✗ Do not just list the activity/assignment; there is no alignment without the standard
<ul style="list-style-type: none"> ✓ Only check the standards covered in each of the units on the 21st Century Skills Check box found at the end of the framework 	

For more information, please contact OSPI Program Supervisors at: <http://k12.wa.us/CareerTechEd/ContactUs.aspx>

The 21st Century Skills

For definitions and additional resource information please visit: www.p21.org

<p>Learning and Innovation Skills: Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a 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.</p>	<p>Information, Media and Technology Skills: People in the 21st century live in a technology and media-driven environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers of the 21st century must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.</p>	<p>Life and Career Skills Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.</p>
<p>Creativity and Innovation Think Creatively Work Creatively with Others Implement Innovations</p>	<p>Information Literacy Access and Evaluate Information Use and Manage Information</p>	<p>Flexibility and Adaptability Adapt to Change Be Flexible</p>
<p>Critical Thinking and Problem Solving Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems</p>	<p>Media Literacy Analyze Media Create Media Products</p>	<p>Initiative and Self-Direction Manage Goals and Time Work Independently Be Self-directed Learners</p>
<p>Communication and Collaboration Communicate Clearly Collaborate with Others</p>	<p>Information, Communications and Technology Literacy Apply Technology Effectively</p>	<p>Social and Cross-Cultural Skills Interact Effectively with Others Work Effectively in Diverse Teams</p>
		<p>Productivity and Accountability Manage Projects Produce Results</p>
		<p>Leadership and Responsibility Guide and Lead Others Be Responsible to Others</p>