



## Developing Leadership Alignment

### Technical Assistance – Completing Frameworks

#### 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 Leadership 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 21<sup>st</sup> Century Leadership 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 21<sup>st</sup> Century Leadership Skills to activities 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                                                                                                                                                                                                                                                                                                                                                                                         | Noun                                                                                                                                                                                                                                               | Alignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Step 1:</b><br>Determine the “big picture” and review the identified academic and industry standards within the framework.                                                                                                                                                                                                                                     | <b>Step 2:</b><br>Review the 21 <sup>st</sup> Century Leadership Skills and identify the actions/skills that best support alignment with academic and industry standards.                                                                                                                                                                                                                    | <b>Step 3:</b><br>Review the performance assessments, and determine the activity, project, or event/assignment(s) to align with the 21 <sup>st</sup> Century Leadership Skill(s).                                                                  | <b>Step 4:</b><br>Combine the 21 <sup>st</sup> Century Leadership Skill (Step 2) with the activity specific to the unit of instruction (Step 3) to align the leadership.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Example                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Unit:</b><br><b>Career Exploration and Opportunities</b><br><i>Educational Technology Standards</i><br>6. Creative Communicator <ul style="list-style-type: none"> <li>• Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</li> </ul> | <b>21<sup>st</sup> Century Leadership Skills:</b><br><u>Learning and Innovation:</u> <ul style="list-style-type: none"> <li>• Think Creatively</li> <li>• Work Creatively with Others</li> </ul> <u>Life &amp; Career Skills:</u> <ul style="list-style-type: none"> <li>• Manage Goals and Time</li> <li>• Be Self-Directed Learners</li> <li>• Interact Effectively with Others</li> </ul> | <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>• Career self-assessment</li> <li>• Career exploration – choosing an industry pathway</li> <li>• Career research paper</li> <li>• Small group mock job interview</li> </ul> | <b>Leadership Alignment:</b> <ul style="list-style-type: none"> <li>• Students will think creatively, manage goals and time, and be self-directed learners completing their career self-assessments and career exploration projects.</li> <li>• Students will work creatively with others and interact effectively with others through the completion of their mock job interviews.</li> <li>• Students will work creatively with others and interact effectively with others through the completion of their mock job interviews.</li> <li>• Students will interact effectively with others through the CTSO job interview practicum (FFA, FCCLA, SkillsUSA, DECA, FBLA, HOSA, TSA, WCTSM).</li> </ul> |

### Minimum Leadership Alignment Requirement

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

**Example:** Manage Goals and Time – Student Career Exploration

| Framework Example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                          |
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| <b>Unit 1: Plant Anatomy and Physiology</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Total Learning Hours for Unit: 20</b> |
| <p><b>Unit Summary:</b> This unit is designed to educate students about the different parts of plants and their functions. Students will learn about the four basic parts of a plant as well as their functions. Students will also become familiar with specific anatomy and functions of each system within each area of the plant. This unit is vital for students to understand how plants work and different parts of the structure before they delve into deeper units where plant anatomy is vital information.</p>                                                                                                                                                                                                                         |                                          |
| <p><b>Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>Plant structure – identify parts and functions</li> <li>Research and examine the life span of a tree including environmental conditions that coincided with the growth of a tree</li> <li>Create a poster depicting the lifespan of a tree referencing stages of growth with historical events</li> <li>Create a journal that includes sketches and identification information for 20 different species of local plants</li> <li>Root structure and cell differentiation investigation</li> <li>Experiment: osmosis process – plant root hairs</li> </ul>                                                                                                            |                                          |
| <p><b>Leadership Alignment:</b> Leadership activity is embedded in curriculum and class instruction. This includes the leadership skills that are being taught and assessed within the class for all students – and should be tied to 21st Century Leadership Skills and specific to the unit of instruction. The event/activity/or project and the associated 21st Century Leadership Skill should be clearly articulated. CTSO activities may be appropriate if all students, within the course, are taking part in the specific event. <b>(21<sup>st</sup> Century Leadership Skill is underlined, and activity is bolded for reference only)</b></p>                                                                                           |                                          |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Students will <u>work creatively with others</u> and <u>use systems thinking</u> to determine a way to group objects and <b>create a flowchart to classify 20 different species of plants.</b></li> <li>Students will <u>work independently</u> and <u>think creatively</u> to <b>create a journal including sketches and identification for 20 different species of local plants.</b></li> <li>Students will <u>think creatively</u> and <u>reason effectively</u> to <b>create a model that represents the parts of a flower.</b></li> <li>Students will <u>access and analyze information</u> and <u>use technology</u> to <b>research taxonomic classifications.</b></li> </ul> |                                          |
| <p><b>21st Century Leadership Skills:</b></p> <ul style="list-style-type: none"> <li>4B.1 Use information accurately and creatively for the issue or problem at hand</li> <li>4B.2 Manage the flow of information from a wide variety of sources</li> <li>5B.1 Understand and utilize the most appropriate media creation tools, characteristics, and conventions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |                                          |

\* For more information, please contact [OSPI CTE Staff](#).

\* The 21st Century Leadership Skills, for definitions and additional resource information please visit: [www.p21.org](http://www.p21.org)

**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                                                                                                          |
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| ✓ Review the 21 <sup>st</sup> Century Standards and determine what students are asked to demonstrate as already integrated within the curriculum and instruction | ✓ Do not repeat the same activity in every unit; alignment must be content/unit specific                               |
| ✓ Align leadership with activities that occur during class for all students                                                                                      | ✓ Do not just list the 21 <sup>st</sup> Century Standards; there is no context without the activity/assignment matched |
| ✓ Articulate alignment so it is clear what students are learning and being assessed on in relation to the 21 <sup>st</sup> Century Standards                     | ✓ Do not just list the activity/assignment; there is no alignment without the standard                                 |
| ✓ Only check the standards covered in each of the units on the 21st Century Leadership Skills Check box found at the end of the framework                        | ✓ Align leadership with activities that occur during class for all students                                            |

**Washington Career and Technical Education 21<sup>st</sup> Century Leadership Skills**

**Leadership 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.

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| <b>1. Creativity and Innovation</b><br>1.A Think Creatively<br>1.B Work Creatively with Others<br>1.C Implement Innovations | <b>2. Critical Thinking and Problem Solving</b><br>2.A Reason Effectively<br>2.B Use Systems Thinking<br>2.C Make Judgements and Decisions<br>2.D Solve Problems | <b>3. Communication and Collaboration</b><br>3.A Communicate Clearly<br>3.B Collaborate with Others |
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**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.

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| <b>4. Information Literacy</b><br>4.A Access and Evaluate Information<br>4.B Use and Manage Information | <b>5. Media Literacy</b><br>5.A Analyze Media<br>5.B Create Media Products | <b>6. Information, Communications and Technology (ICT) Literacy</b><br>6.A Apply Technology Effectively |
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**Life and Career Skills:** Life today 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.

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| <b>7. Flexibility and Adaptability</b><br>7.A Adapt to Change<br>7.B Be Flexible | <b>8. Initiative and Self-Direction</b><br>8.A Manage Goals and Time<br>8.B Work Independently<br>8.C Be Self-Directed Learners | <b>9. Social and Cross-Cultural</b><br>9.A Interact Effectively with Others<br>9.B Work Effectively in Diverse Teams | <b>10. Productivity and Accountability</b><br>10.A Manage Products<br>10.B Produce Results | <b>11. Leadership and Responsibility</b><br>11.A Guide and Lead Others<br>11.B Be Responsible to Others |
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