

1982

# Developing a Leadership Program for the Secondary School

Gary W. Carlton  
*Central Washington University*

Follow this and additional works at: [http://digitalcommons.cwu.edu/graduate\\_projects](http://digitalcommons.cwu.edu/graduate_projects)



Part of the [Educational Leadership Commons](#), and the [Educational Methods Commons](#)

---

## Recommended Citation

Carlton, Gary W., "Developing a Leadership Program for the Secondary School" (1982). *All Graduate Projects*. 42.  
[http://digitalcommons.cwu.edu/graduate\\_projects/42](http://digitalcommons.cwu.edu/graduate_projects/42)

This Graduate Project is brought to you for free and open access by the Graduate Student Projects at ScholarWorks@CWU. It has been accepted for inclusion in All Graduate Projects by an authorized administrator of ScholarWorks@CWU. For more information, please contact [pingfu@cwu.edu](mailto:pingfu@cwu.edu).

**This project has no title page.**

Further information follows.

EDUCATIONAL TECHNOLOGY CENTER  
CENTRAL WASHINGTON UNIVERSITY

DEVELOPING A LEADERSHIP PROGRAM  
FOR THE SECONDARY SCHOOL

by

Gary W. Carlton

August, 1982

The total leadership program at Cashmere High School was evaluated and a detailed outline and explanation of its' program was established. The evaluation provided Cashmere with a realistic view of its' entire leadership environment and the study resulted in a leadership structure guideline by which any secondary school could develop a positive leadership program.

## TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION. . . . .	1
Statement of the Problem. . . . .	1
Purpose of the Study. . . . .	3
Limitations of the Study. . . . .	4
Definition of Terms . . . . .	5
Overview of Content . . . . .	7
2. REVIEW OF LITERATURE. . . . .	8
3. METHODS AND PROCEDURES. . . . .	15
CONTENT OF PROJECT. . . . .	18
4. SUMMARY . . . . .	43
5. RECOMMENDATIONS AND CONCLUSIONS . . . . .	45
BIBLIOGRAPHY. . . . .	48
APPENDICES	
A. EXAMPLES OF ADVISEE/ADVISOR MATERIALS, EXPLANATION OF PROGRAM, MID-POINT INTERVIEW FORM, CONFERENCE SHEET, GOALS FORM, A/A CALENDAR . . . . .	51
B. TOTAL LEADERSHIP STRUCTURE. . . . .	59
C. EXAMPLES OF LEADERSHIP RETREAT STEPS, INVENTORY TIME, ARTICLE FOR <u>STUDENT ADVOCATE</u> MAGAZINE . . . . .	61
D. WASHINGTON STATE HIGH SCHOOL STUDENT LEADERSHIP PROGRAM. . . . .	71
E. MIDDLE SCHOOL WORKSHOP FORMAT . . . . .	73
F. EXAMPLES OF SPECIAL INCENTIVES PROGRAMS, STROKE LETTER, BAM NOMINATION, STUDENT LEADERSHIP DAY AGENDA, COMMUNITY MEMBER LETTER . . . . .	78
G. SCHOOL AND COMMUNITY GOAL SETTING RESULT SHEET. . . . .	83

## Chapter 1

### INTRODUCTION

The ability to work effectively with groups in a leadership role can be learned through conscientious effort, study, and practice. Leadership is both an art and a science. The scientific principles are learnable. Therefore, any of us may do a better job of leadership if we understand and conscientiously practice some of these principles. (3:3)

Since good leadership qualities are an accepted part of being a responsible and successful individual, most every educational institution, as a major goal, strives to instill leadership qualities in each of its students. Yet, many students seemingly graduate from secondary schools with little knowledge of leadership, if not in fact very weak leadership skills. We as educators ought to be able to provide an environment that leads to the understanding of leadership qualities and techniques and programs that allow positive development of leadership. This study will help eliminate the difficulties secondary schools find in trying to establish a meaningful environment for leadership growth. Through implementation of the offered programs and careful self-examination, a teacher, an administrator, or an entire school can help alleviate the difficulties of developing leadership.

#### Statement of the Problem

Society continually places pressure upon the

education system to develop leadership within the youth and this pressure is not totally unfounded. The numerous political, economical, social, and inter-personal problems society is faced with today obviously will only be solved with strong, positive leadership, and of course the "backbone" of the country, education is to provide the atmosphere and skills for the development of this leadership.

Secondary schools do not often take the time to self-evaluate their specific total leadership program. Too often educators expect students to continually demonstrate positive qualities of leadership within a negative atmosphere, their own school environment. Often this expectation of positive leadership development is held by all forces in education, especially: the parents; the community; the school board; the administration; the teacher; and the students, without their full understanding of their limitations for leadership growth due to the lack of a true learning environment. If the environment for learning leadership is positive then positive growth will occur, but conversely, if the surroundings are negative, expectations soon become frustrations. Yet no matter what type of learning environment that is provided for the secondary student, being a good leader and demonstrating positive leadership qualities will be a continuous expectation of that student held by the home, community, and school system.

Therefore, it becomes very important for a school to establish its goals in leadership training and to define

and outline to parents, community, and to itself, the total program. With an understanding of programs and expectations leadership becomes a clear, attainable goal, rather than a too often used word with a very nebulous outcome. The methods described in this paper can be used by any secondary school to implement a program, improve existing programs, or simply evaluate their own situation.

#### Purpose of the Study

The advantages of defining and outlining a schools leadership program and evaluating its' environment for leadership growth capabilities can be a solution to providing a positive school atmosphere.

The purpose of this study was to provide a guideline by which any secondary school can implement a positive leadership program. This study will provide a system that can enhance the leadership opportunities of not only students but of teachers as well and give examples of programs used to obtain such a goal.

Through reading of this study and self examination of a schools existing programs and leadership procedures, a relatively accurate summary of a schools success in the area of leadership development could be obtained. Through development of some of the programs offered, observations and experiences which were made by the author on existing programs in the Cashmere School District and others throughout the State of Washington and nationally, this study will show the organization and formulation of a Leadership

Program for the Secondary School.

### Limitations of the Study

While this study may be of use to others, it was primarily developed for the secondary school as a possible solution to some of its' leadership program problems. The ideas and materials may be used as an enrichment to a weak program or a supplement to an already successful system. There are, however, three major limitations to this study: (1) Leadership in education is paradoxical; (2) some schools are more adaptive; and (3) leadership is very humanistic.

One of the main limitations to this study is the paradoxical situation established in trying to "pin-point" a reason for leadership being successful in one place, or one person, and not in another, when they both may work in similar environments. Leadership is a word that describes what education is essentially all about, a term used in all corners to solve problems and carry on success, yet schools take very little time to outline what they have or do not have. This study can not feasibly touch on all appropriate areas when leadership in fact exists or should exist in all areas.

A second limitation of this study lies in the area of the adaptiveness of any school system. What works for one school may not work for another. The focal point of the administration, the training and character of the teachers, the location and size of the school, and the needs of the school, all have an affect on adaptiveness of leadership



programs.

And a final limitation, leadership is a very crucial element to success, yet it is very humanistic and it relies on the character of people to be successful. Any program offered in this study becomes limited when the realization takes place that the skills and theories taught and programs offered may very well be scientific in nature, but the manner in which they ultimately are carried out will be humanistic, and subject to a great deal of diversity of success and failure.

#### Definition of Terms

Advisee/Advisor Program. A counseling program involving all students and teachers of a school with one of its purposes being the development of leadership qualities.

Athletic Code and Handbook. Established and accepted guidelines for students, coaches, administration, and community in the area of any athletic endeavor involving a school.

Clubs and Organizations. Any club or organization accepted by the student government, within the school environment, to promote an activity for the students.

Community Goal Setting Night. A time set aside for the school and community members to meet and establish priorities in their local education environment.

Discipline and Attendance Policy. The written and accepted guidelines for attendance expectations of students and disciplinary procedures.

In-Service. Any training program offered to administrators and teachers, usually by their own school, for the benefit of gaining new knowledge and skills.

Interhigh. An elected council of students representing schools in a similar area or league for the purpose of exchanging ideas and building positive relationships.

Leadership. The activity of working with others in an effective way to help them obtain a common goal or purpose.

Leadership Camp. Usually a three to five day training session in leadership development for students held during the summer months and outside the school environment.

Leadership Class. A program offering leadership training for students within the regular school curriculum.

Leadership Environment. The total program opportunities available for the development of leadership.

Leadership Program. The total offerings or any part of the total offerings given by a school for the direct or indirect purpose of enhancing leadership skills in its students and faculty.

Leadership Retreat. A program designed to be used for developing leadership skills and positive attitudes in students of a particular school; location is away from the school environment and generally two to five days in length.

Leadership Workshop. A training session in leadership for both students and advisors that is generally a few hours to perhaps two or three days in length and is usually

sponsored on a local, regional, or state level.

Middle School Workshop. A leadership training session that is geared toward the incoming high school student; session lasts approximately three hours and is presented by high school students only.

School Exchange. A program designed for schools to share ideas and experience new environments by interchanging students and advisors from one school to another for a school day.

Student Government. The organization that represents all students of a school for the purpose of promoting all school activities and organizations.

Student Handbook. An established guide given to all students of a school outlining the entire educational process as it will affect them in their unique environment.

### Overview of Content

Chapter 2 contains a review of the literature; chapter 3 will address methods and procedures of the study; followed by the contents of the program; chapter 4 will summarize the project; and chapter 5 contains recommendations and conclusions.

## Chapter 2

### REVIEW OF LITERATURE

This portion of the study will give different authors' views in the following areas: establishing a meaning for leadership; explaining a need for leadership; and citing the areas within education where leadership must prevail and to what extent this leadership should take place.

Many experts in the area of leadership have provided definitions for the meaning of leadership. Many explanations are similar but most have their particular area of emphasis. Michael and Dolores Giammatteo state that

In basic terms, leadership is the activity of helping others work toward common goals or purposes. Today, the experts in leadership are the ones who best know how to release the creative talents of those with whom they work. (3:2)

McLaughlin adds to this definition of leadership by stating that

It is the ability in a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions, or to move a group to action. (10:4)

Centering more specifically on the leadership role in education Papparazzo wrote that

Leadership is the quality that evokes from co-workers their voluntary, active participation in assuming responsibilities which contribute to the growth of the group in relationships, attitudes, and activities in the educational program. (10:5)

Lassey wrote about leadership with a very systematic

approach when he stated that

It is relationship with four component variables: (1) the characteristics of the leader; (2) attitudes, needs, and prejudices of the followers; (3) the characteristics of the organization in which leadership is taking place; and (4) the social, economic, and political situation in which this all occurs. Leadership is not a property of the leader or the follower, but a relationship involving at least these four variables. (9:22)

Burns, both supported and expanded the Giammatteo and McLaughlin viewpoint. He stated that

Leadership does not merely involve getting ones followers to do what one wants them to do. True leadership requires the leader to mobilize whatever resources are available to help followers reach goals that are shared by the leader and the followers. True leadership is not self-aggrandizing. (2:56)

However defined, an obvious need for leadership has been noted by several authors. Porter indicated that

Today, leadership ability is used as one criterion to determine which students will be eligible for many high school honor societies; it is considered by college admissions offices -- if needed they consider all the information requested on their application forms; and it is appraised by a number of scholarship agencies. (12:76)

Porter further gives indication of not only the academic importance of leadership but also to its importance outside the school environment. He adds that

Such evidence suggests the importance of leadership skills to academic successes, and there is widespread recognition of the usefulness of these skills in non-academic walks of life as well. (12:76)

Porter also states

There is strong evidence that leadership skills can enhance ones' chances for success in all areas of life, and there is equally strong evidence that such skills can be strengthened through systematic instruction. (12:80)

Anderson and Davies give support to Porter by citing several areas outside of school where leadership is important. They point out, for example, that

...leadership is important to groups such as military, fire department, police department, and others that rely on quick decisions, prompt action, and unquestionable obedience necessary to get the mission completed and save lives. (1:4)

The relationship of schools meeting the leadership needs of the students is analyzed by Young. According to Young

We specifically train plumbers, lawyers, doctors, and engineers, but presently very few schools teach the ingredients of leadership. (16:1)

Education in the area of leadership seems essential even to institutions of higher education. The viewpoint of Jones, Carson, and Guy, is that

Leadership is important in our society. In business, industry, education, government, and other societal institutions, individuals who possess leadership skills are being sought constantly for key positions. Since leadership is so important, institutions of higher education must provide programs designed to assist students in developing leadership skills. (6:49)

In much of the literature dealing with the successful development of leadership within the school, three areas become predominate as to where emphasis must be placed. The home and community, the administration, and the school environment (teachers and students), are cited as the determining factors.

Examining the school and the home Kelley states that

The home and the school are partners in establishing the "climate" of expectations that a youngster must

confront. Either or both environments can contribute to a sense of complacency. Either or both environments can contribute to the development of a sense of expectancy, purpose, and pleasure for the learner. (7:64-66)

He also adds that

Practices of good communication between home and school as well as articulation to other parts of the school program are essential for effective classroom climate. Strategies that seek to involve the home, and students within the classroom, and other parts of the school program are usually effective in improving classroom climate or in making a good classroom climate even better. (7:61)

The direct assumption, stated by many experts and an indirect assumption referred to by other writers of leadership in education, is the fact that leadership must emanate from all levels of the educational structure to ensure the fact that good leadership will have a chance to develop within the entire educational process. Papparazzo states, "it must be remembered that it takes leaders to make leaders." (11:39)

A positive leadership role by the top of the educational structure, the administration, is essential to the total success of any leadership program in a school.

The Giammatteos state that

Change is what educational leadership is all about: The ability to be secure enough to allow progress. Good leaders must keep their eyes on results, not just methods. If a new leader occasionally does something different, keep in mind it's the only possible way to improve. It also is the only possible way to keep capable and creative people happy and working with the organization, not against it. (3:5)

They further add that

The force of an open-minded administrator stimulates others. The norm of having safe and low profile

administrators who have little faith in ideas or others often results in a district having administrators who lack faith in themselves. (3:5)

Rubin adds more support to this idea of the administrative leadership role when he states that

As with most people, the principals behavior is a manifestation of his own personality and his administrative habit. Leadership style does change upon occasion, particularly when the incentive stems from new needs or when it is ordained by the requirements of a new activity. It is virtually impossible, however, to modify a staffs beliefs and practices in the face of administrative resistance. (13:10)

Since much leadership skills is attained through training some experts feel the administration should see that training takes place through inservice programs for teachers and curriculum offerings for students.

Jones points out that, "Qualities essential to leadership are definitely suceptible to training." (5:vii)

The Giammatteo's emphasize this point by stating that

Institutions such as schools must clearly understand leaders as well as the concept of leadership. Challenges to meet new students needs, methods, and forms of organization with other demands require flexible and innovative responses. (3:4)

In response to an article on Leadership Training written by Sergiovanni, Lasher states that

One way to improve leadership training in school systems is to require the trainer to design a program based on an analysis of the local school environment, with special attention to the existing administrative relationships within the system. If the trainer takes the time to understand the local administrative climate, is aware of the limitations of leadership training, and is honest with the local school district throughout the planning and training process, leadership training has a reasonably good chance of producing positive results. (8:398)



In-service instruction has been noted as a valuable tool for leadership training for teachers. As Paparazzo notes

If a better educational program is desired, the teacher must be the focal point of all changes. An environment must be established in which the teacher can be imaginative and creative, can improve his teaching techniques and methods, can govern his own insights and systematically draw from resources that will help improve his interpersonal processes, and can influence him to exert leadership potential. Educational leadership can be provided by a creative teacher, one who is continually growing on the job through a healthy in-service program. In-service programs that are initiated by teachers tend to be more effective than those that are initiated by the administration. (11:38)

Adding to the viewpoint held by Paparazzo and establishing the parameters of leadership in-service, Wiles suggests that

In-service training should not be confined to experiences that only provoke academic growth but must also include experiences that enhance the ability to work with others, improve democratic processes and develop social skills. (15:9)

The administration and teacher play a vital role in leadership development and so does the student. Authorities do know that leadership skills can be learned but often are not taught. In a study of youth leadership training Hynes states that

The results of Stage I showed conclusively that students who studied the training materials knew more about leadership than students in the control group. (14:627)

Stark extends this viewpoint stating that, "Leadership education can effectively begin in kindergarten or the first grade." (14:28)

In addition, a study dealing with the teaching of leadership through leadership exercises conducted by McLaughlin states that

The results of the study admittedly are subjective in nature. The results do point in the direction that youth leadership can be nurtured, developed, and taught by leadership exercises. (10:62)

The views of the different authors reveal that leadership does exist and is an expectation of society for our educational system and youth to reach leadership potential. However, Porter concludes

Yet, while leadership skills may be expected of our students at various stages of their school careers, the typical high school curriculum provides little structured opportunity for young people to develop such competencies. It is incumbent on school administrators to recognize the need for leadership instruction and to work toward the development and implementation of some type of curricular offerings to meet this need. (12:80)

These studies prove that a leadership program in the secondary school is necessary. The fact that the quality "leadership," does exist; that a need for leadership training does exist; and that programs for attaining leadership have been successfully developed gives rise to the fact that schools do have an obligation to fulfill this need.

## Chapter 3

### METHODS AND PROCEDURES

The author did this project by outlining the overall leadership environment utilized by Cashmere High School in the Cashmere School District. This project is the result of personal observations and involvement with the development of the leadership programs established at Cashmere. The author selected programs that have consistently been successful in aiding leadership development over the past eight years and some for a shorter period of time. In addition, a few programs such as "interhigh" and the "leadership class," that were considered positive, but did not last for one reasons or another, are also included. Although the method of observation can be very subjective, the author has based remarks on nine years of experience in the school district. Eight of those years have been served as student council advisor allowing the author to be directly involved with the development of leadership at the high school. The advisorship has given the author the opportunity to conduct leadership workshops on the state and national levels and to participate in all the areas cited as Cashmere's Leadership Environment. In the cases of the "Middle School Workshop," "Special Events," "Retreat," "Leadership Class," and "School Exchanges," the author either developed or helped

to develop the program. Therefore, it is not with haste or inexperience from which the author draws conclusions about Cashmere's Leadership Environment.

The procedure was to list all the programs and curriculum offerings used by the high school. From this listing a second list was drawn reflecting the areas that stated leadership development as its objective or quite obviously promoted leadership development. An outline of the various parts of each of these programs was then established and the result was the existing leadership environment for Cashmere High School.

DEVELOPING A LEADERSHIP PROGRAM  
FOR THE SECONDARY SCHOOL

by

Gary W. Carlton

CONTENT OF PROJECT

	Page
INTRODUCTION. . . . .	19
PROJECT . . . . .	20
GOALS OF THE PROJECT. . . . .	20
IMPLEMENTATION OF THE PROJECT . . . . .	21
PROCEDURE . . . . .	21
POTENTIAL PROBLEMS. . . . .	22
SIZE AND LOCATION OF SCHOOL . . . . .	23
GOALS OF THE SCHOOL AND COMMUNITY . . . . .	24
TYPE OF EXISTING LEADERSHIP . . . . .	24
LEADERSHIP PROGRAM OFFERINGS. . . . .	25
CONTENT . . . . .	26

## INTRODUCTION

The objective of this project is to provide an outline of programs available to a secondary school for the purpose of developing a leadership program with an environment conducive to leadership development. The program is designed for a secondary school with either Grades 9-12 or 10-12, and between 150 to 400 members in its student body. However, these figures do not necessarily have to be a limiting factor on program usage.

The program was essentially designed after the leadership program and environment at Cashmere High School and Cashmere School District. The program offerings contain explanation of the objectives and possible ways of administering the program. The leadership design is structured for the most part as it functions in Cashmere and will provide other schools with an opportunity to evaluate their leadership program.

This project was designed to provide a checklist to administrators of schools, advisors, community leaders, interested community educational groups, teachers, and students for the purpose of establishing new leadership programs or enhancing existing offerings. Any of the programs a school finds itself without will discover it can enrich its leadership environment within one school year

with the addition of the new offerings.

### PROJECT

This project addresses itself to providing an example outline of leadership programs offered at the secondary level. My goal was to focus on the programs used at Cashmere High School and Cashmere School District that best provided leadership development opportunities and in essence established the leadership environment existing in the school system. These leadership programs or this leadership environment could then be adopted or modified by other schools interested in their own leadership program and capabilities.

### GOALS OF THE PROJECT

1. To evaluate and outline the programs essential to the environment for positive leadership development at Cashmere High School and Cashmere School District.
2. To provide a structured pattern of leadership programs for other secondary schools to use in evaluating their own leadership environment.
3. To appreciate the need for a positive leadership environment that allows for individual leadership growth.

In organizing and gathering the materials for the leadership programs it became obvious that many schools already had several of the programs listed operating within their system. However, one of the goals of the project was to establish the existing leadership environment and to



evaluate the opportunities provided. Some schools may find they have either different programs that accomplish similar objectives or they may discover a real need for development of one of the programs offered. This, of course, was the overall goal of the project.

#### IMPLEMENTATION OF THE PROJECT

It became obvious that all programs developed some degree of leadership attitudes whether positive or negative. But it was the intent to choose only those programs designed specifically for leadership growth or one that clearly affected the character development in the area of leadership skills.

Once the programs were selected a detailed research of each programs organization and activities was conducted. Another listing was established as the leadership programs within the leadership environment in Cashmere High School. An explanation of each programs purpose and examples of its guidelines were then compiled. The result was, of course, the leadership program of Cashmere High School.

#### PROCEDURE

After the decision is made to evaluate a school's leadership program, the following methods will be used:

1. Establish the existing goals created by the schools and/or community towards leadership growth.
2. Compile a listing of the entire program offerings

of the school.

3. Create a second list that identifies the programs that are primary contributors to the overall leadership environment. The program should state leadership as an objective or obviously provide a sense of responsibility, school spirit, or character building as part of its major objective.
4. Make a detailed summation of the programs structure of each of the programs listed as part of the leadership program.
5. Evaluate the total program as to its strengths and weaknesses.

#### POTENTIAL PROBLEMS

The first problem encountered will be selecting the programs considered to be part of the leadership environment. When leadership is expected and should be exerted from the classroom, to the stage, to the athletic field, all programs become contributors. However, an evaluator of leadership programs should keep in mind to select only those areas where leadership development is a primary goal or obvious outcome of the program. Those programs that contribute to the general atmosphere of the spirit of the school, and dictate the responsibility expected from students must be considered part of the leadership environment. Because a program is either positive or negative in its' affect has no bearing on whether it is selected as a program of the

leadership environment. The fact that it does have an affect on leadership is what counts.

The second problem will be in evaluating leadership programs and eventually the entire leadership environment for their success. What is successful or positive to one person may not be to another, therefore, it becomes imparative for a school to collectively come to an agreement as to what ground rules they will give for success or positive influence. Once established, programs will fall one direction or another and weak areas can easily be cited.

The third problem will be in establishing a need for evaluating the leadership environment. Not all communities, administrators, or schools will be interested in assessing themselves or having someone evaluate them in an area such as leadership development when they are not sure how they provide it in the first place. It will take some progressive thinking on their part to accept the importance of evaluating the leadership environment and to pursue the suggested needed changes following evaluation.

#### SIZE AND LOCATION OF SCHOOL

Although the programs offered in the project are geared to a student population between 150 and 400 within three to four grades, this does not mean that these programs work in only this size secondary school. The largest of schools have many of these activities as well as the smallest of schools. However, some programs will adapt

more readily to one school as opposed to another because of either size or location. Often times what one school may consider to be its advantage may easily be another's disadvantage and the opposite will also be true. A school must realize its potential within its walls as well as outside its walls. The old adage "Big does not necessarily mean better" is appropriate. But, size and location will eventually bring certain limits to what can be expected from any leadership program. Administration, faculty, students, and community support personnel can go as far as numbers and willingness will allow them.

#### GOALS OF THE SCHOOL AND COMMUNITY

It will best serve the evaluator of the leadership environment to understand prior established goals of the school and the community towards the development of leadership. In viewing the overall goals of the school and the community in leadership programs, the author often found words such as "leadership" and "citizenship." Also, support provided for many of the "extra" programs by the school district and community was prevalent. Finding a starting point for evaluation is sometimes difficult, but in evaluating the leadership program of any school, establishing the philosophy of the school and community towards leadership growth is an excellent beginning point.

#### TYPE OF EXISTING LEADERSHIP

Leadership is a learned behavior and the environment

in which a student finds himself, his peer relationships, and his role models, become the guidelines. This reciprocal relationship exists throughout the school system from superintendent to principal, from principal to teacher, from teacher to student. Ideally, the student, as well as all other individuals view the leadership relationship not as a continuous line of orders, ideas, decisions, etc., from top to bottom but rather an occasional intermingling of leadership authority emanating from the bottom and middle as well. A leadership environment is more than just programs, it is the people in the programs that create the atmosphere for growth. Providing a positive leadership environment for students is far easier when their role models, their leaders, are progressive and positive thinkers. An evaluation in this area is essential in determining the total leadership environment, and in all likelihood a strong program probably already exists with a positive evaluation in this area. All is certainly not lost with a less than favorable feeling about the leadership techniques and attitudes of those "in charge," but the atmosphere can weaken for those who are just learning leadership behavior.

#### LEADERSHIP PROGRAM OFFERINGS

The use of the leadership program offerings will provide activities a secondary school could incorporate to develop its leadership program.

The author decided that a listing of program offerings and ideas in three major categories would be the

most realistic and organized manner in evaluating the leadership program at Cashmere. Other areas could easily be added or taken away to fit the needs of a school but for all practical purposes the categories of teacher and administrator programs, the community leadership programs, and the student and the school leadership programs, covers the entire leadership environment offered in Cashmere.

The programs explained in the following pages best reflects the areas in which leadership training and emphasis occurs for the high school student of Cashmere. From these areas listed any secondary school of comparable size could easily adapt programs or at least summarize their own leadership environment. The basic format for each program and objectives are stated and additional explanation or examples for several of the programs are in the appendices. The programs are given as follows:

#### CONTENT

	Page
Teacher and Administrator Programs. . . . .	27
The Student and the Schools Programs. . . . .	29
Community and School Programs . . . . .	39

## TEACHER AND ADMINISTRATOR LEADERSHIP PROGRAM

This aspect of developing a leadership program in the secondary school is probably the most critical. It is the most critical because without good leaders as teachers of leadership, the leadership environment becomes hindered. The administration and the teachers are the operators of any school and it is imperative that they be not only leadership minded from the beginning but that they also allow leadership to grow within the system. This requires a willingness and desire on everyones part to allow leadership development to be a part of the school climate. Any type of strong resistance from the administration or the teachers will definitely hurt the leadership environment. Resistance need not always be a negative comment or action, any program allowed to become passive or non-functioning kills leadership growth capabilities. Therefore, it is the job of teachers and administrators to be good examples of leadership. When this role of good leadership is being carried out the school thrives, as well as positive community response to school programs.

But obviously the question arises, "How does a school ensure excellent leadership from its leaders, the administrator, and teacher?" The answer is just as obvious as the question. It is impractical to ensure perfection in leadership from teachers and administrators because the quality itself is so very humanistic. And for all practical purposes any school evaluating its leadership environment

already has an established personnel. To say to a school only hire individuals who score well on a leadership skills test is absurd because the nucleus, if not the entire staff of leaders, already exists. Therefore, a program should gear itself to its existing situation. In developing a secondary school leadership program five essential factors of administrative and teacher staff must be considered. These areas are: (1) Personalities and Dedication; (2) Training; (3) Involvement with Programs; (4) Communication Lines; and (5) Inservice Programs.

#### Personalities and Dedication

There is very little anyone can do about changing an individual's personality or his dedication to his profession, particularly after involvement with teaching for a number of years. Hopefully, the existing staff of administrators and teachers have excellent "people" skills, are energetic, and are involved with education as a profession. Without people who possess these qualities a schools chance for leadership are greatly weakened.

#### Training

Positive personalities and dedicated individuals are good points to have but individuals should be highly trained in their specialized fields. Leadership will grow out of knowledge, therefore, having administrators and staff that are continually seeking new knowledge adds strength to a program.



### Involvement with Programs

Everyone should become involved with the school system. Leadership is derived from action and non-action or non-involvement on the part of administration and staff is quickly noticed by students. Enthusiasm can be spontaneous when it begins at the top. This means involvement by staff, not just talk. Teachers who only work inside the classroom are not involved in a secondary school.

### Communication Lines

There are many styles of leadership, yet in a school system one essential element must exist to establish a positive leadership environment and that's communication. Students have a need to know, teachers have a need to know, administrators have a need to know, and the community has a need to know. A good line of open communication through whatever type of system used often stops problems before they start or expedites a solution to an existing conflict.

### Inservice Programs

Often times brainstorming within the system through the use of existing sources can provide ideas and solutions. As part of the continual training a school should have a strong inservice program. Good programs brought to the school for the staffs benefit can greatly increase productivity and in essence, leadership.

## THE STUDENT AND THE SCHOOLS PROGRAM

In developing a leadership program it is essential

to understand the role of the student and the school. The student should enter the program with the intent of learning new social and mental skills. Although the student can enjoy the privilege of attending school and partake in its many offerings, he must realize that his particular training is just a very few short years in relationship to the schools continual role as trainer. Therefore, the system teaches him that he is there to learn and he must abide by the rules established by the school.

The school is an environment with a network of administrators and teachers with the purpose of providing a course of study geared to train the student. And the ultimate success of the training relies totally on the people teaching and the organization of their teaching. This does not rule out the responsibilities of the learner, but curriculum success depends on the system and personality of the school. Therefore, a close look at the school for leadership curriculum and its system are essential to establishing a meaningful leadership environment.

In viewing the leadership program of Cashmere High School and in establishing a program any secondary school could follow, the following areas will be analyzed:

- (1) Overall Expectations; (2) the Guidance Program; and
- (3) the Leadership Curriculum.

#### Overall Expectations

This particular area emphasizes the rules by which students, as well as teachers, must guide themselves. This

is a very important element to a leadership programs success. It is important because leaders must be disciplined individuals capable of giving and taking orders and possessing the ability of following rules for the good of the group. This area, in essence, establishes the discipline of a school and the parameters within which students must function. The purpose for learning is also readily maintained at this level. At Cashmere, three policies basically maintain student and teacher overall expectations, and they are: the Discipline and Attendance Procedures; Students Rights and Responsibilities; and the Athletic Code.

The Discipline and Attendance Procedures are published in a student handbook, as are the student rights and responsibilities and athletic code. These procedures, in accordance with law, communicates expectations of attending school and steps taken when a student fails to maintain a proper record. The discipline policy pinpoints outcomes for certain acts of disruptive behavior and related situations. The objective is to state the student expectations for the purpose of informing the student, the home, and the community.

The Student Rights and Responsibility informs the student, as a person, his legal rights within the system and the types of actions that are either expected from the student at all times or types of actions that will not be tolerated. Again, the importance of this to the leadership program is that it establishes a solid base from which

responsibility can grow.

The Athletic Code is a set of written rules and expectations for any participant in a sports activity. It provides guidelines to follow and disciplinary action for violation of rules. This code is followed closely by the athlete and emphasized by all coaches. The strength of the code is in the administering of its policies. Cashmere has found it to be a very valuable tool in developing leadership qualities in its' athletes.

These three areas create an immediate atmosphere for responsibility and discipline for students. Obviously, the success remains at this point in the administering of the policies.

#### Guidance Program

The advisee/advisor program established by Cashmere is a program that can enhance any leadership program. The objective of the "A/A" is to provide absolutely every student in the school with a personal advisor for that students entire high school career. The advisory group meets most every day for a twenty minute period of time to cover a variety of concerns, all the way from scheduling classes to hearing a guest speaker. However, the "A/A" best promotes the leadership program by often times providing guidance in the areas of career development, value building, school problem solving, and personal growth.

If structured properly this advisory program has the capabilities to be a very positive influence on any schools

leadership program. (See Appendix A, page 51.)

### Leadership Curriculum

This area would be considered by most individuals to be the "meat" of any leadership program. At Cashmere it is a very essential part of the total program, yet, it should always be kept in mind that leadership is a total program and although one area may be emphasized more than another, its' importance is no greater than what it actually accomplishes. In this phase of the leadership program, Cashmere has established the student government, special leadership programs, and incentive programs as its' basic leadership curriculum.

The purpose of the student government is to provide maximum opportunities for participation in school activities; to develop attitudes of and practice in good citizenship; and to assist in the management of the school by unifying all student welfare of the school, its teachers, and its students. Its members are all students of the school and they are governed by a constitution. The legislative power of the student government is vested in the student council.

Of all the areas in school where leadership is an objective, the student government via the student council can exhibit the most visual leadership development. It can communicate for the entire school its programs, clubs, and organizations accomplishments, all in the name of the school and leadership. A strong leadership program in any school will have an organized and functioning student government.

All the clubs and organizations under the guidance of the student council will have developed constitutions, have interested advisors and will be active in a positive fashion. This part of the leadership program actually emulates the process of democracy through elected officers, committees, and functioning activities. At Cashmere High School, this phase of the leadership program is strongly developed and a mainstay of the leadership environment. Without this strong base the remaining leadership curriculum would be greatly weakened.

Special leadership programs at Cashmere are the result of a leadership minded administration and illustrates the type of activities that can be created within the school when the leadership environment is allowed to grow. A school can exist with a student government, council, clubs, and their officers, but so much more learning and enthusiasm can be generated when special programs are used to enhance leadership growth. At Cashmere, a structured system of officer and student training has been established as well as programs that further strengthen leadership growth. (See Appendix B, page 59)

The system first begins with the schools annual "Leadership Retreat" which involves the selection of twenty-five to thirty-five students representing all high school grade levels. The trip takes place in mid-August, before the start of school, and is used as a spirit building, goal setting, problem solving, and a fun, yet educational experience. This has been a very positive leadership developer

for students, teachers, and community members. The program has received state and national attention as a positive leadership building. (See Appendix C, page 61.)

The retreat fits the needs of the high school very well, but Cashmere's system involves the school from a very local level to the national level. Leadership development includes membership to the National Association of Student Councils and complete involvement within the state organization. The high school is represented at State Leadership Summer Camps by its student body officers; represented at the State Student Council Conference and also at the National Student Council Conference. It is felt that involvement at these levels are very much worth the time, money, and effort because it gives student leaders new opportunities to learn personal skills and to see how other schools function. Hopefully, these experiences better the environment at the school. (See Appendix D, page 71.)

In addition to these training situations a "leadership class" has upon occasion been offered to students at Cashmere. The class is successful and worthwhile in developing skills and should be considered as part of a total leadership program. However, staff size and student population can be a hinderance to establishing such a class in the curriculum of a smaller school such as Cashmere. Along with the leadership training system employed by the high school, the interhigh; the student exchange; and the middle school workshop are three other programs that add

to the development of leadership potentials.

The "Interhigh" is an organization that is, in essence, a student representative body of the schools or part of the schools in a given area or league. Cashmere, for example, belongs to the Southern Caribou Interhigh. The Interhigh, set up under a constitution, meets from three to four times yearly for the purpose of exchanging ideas of school spirit and leadership, setting up cheerleader and student exchanges, solving school problems, and improving or continuing positive relationships on a non-competitive basis.

Because Cashmere enjoys the benefits of student exchanges the program is also conducted outside the Interhigh. The purpose of a student exchange is to allow for new friendships to develop and to view different school systems and living environments. Cashmere exchanges with schools within its own league and geographical area as well as schools much larger and in completely different environments. This program also provides a benefit to students who do not always take or receive leadership roles.

The final special leadership program offered at Cashmere is the "Middle School Workshop." This program is designed with two objectives in mind: (1) it is an excellent orientation to high school life to incoming middle school students; and (2) it provides a teaching and leadership role for the high school student involved with the program. This program can be utilized by any size school and offers



tremendous rewards for both the presenter of the program and the incoming high schooler. (See Appendix E, page 73.)

Another aspect of the leadership curriculum found at Cashmere is the "Special Incentive Program." The objective of this aspect of the leadership environment is to provide a diverse method of providing recognition for leadership and stimulating leadership response. The program can affect a specific individual or a group and take very little time and organization to the bigger project. But the results are always for recognition of accomplishment or stimulation of further growth. (See Appendix F, page 78.)

A leadership and academic recognition program existing at Cashmere is the "Bulldog Academic Movement." The purpose of BAM is to recognize students, via teacher nomination, who have exhibited academic accomplishments and/or leadership skills above and beyond the average student. Their picture and brief accounting of their achievement is put on display in the high school. (See Appendix F, page 78.)

The "Stroke Letter" is a very simple yet highly rewarding tool. A few minutes of a teacher's time and a few meaningful words written on the stroke letter form is sent to the student. The parent appreciates the letter as much as the student. (See Appendix F, page 78.)

The "Student of the Month" is an incentive program giving recognition, through the local paper, to a faculty chosen student for accomplishments throughout their high

school career. The students picture as well as biography is included in the article. (A similar program may also be conducted for teachers.)

The "Student Leadership Day" is an excellent way of ending a school or having new officers take over the leadership role of the student government. At Cashmere, this recognition day has been used both as a review of the yearly accomplishments and leadership and a change over in officers. It is not just a day for students, but for invited community members as well. Making it a special day by providing a breakfast, luncheon, or dinner adds to the "extra meaning" and "appreciation" sincerely meant for the student and community leaders. (See Appendix F, page 78.)

Movies, speakers, and special assembly programs are always used at Cashmere to build leadership. A variety of very professional movie presentations concerning values and character growth as well as having speakers on motivation and other related areas tremendously enhances the leadership environment because these programs are usually highly interesting and they involve the entire student population. The programs can be used as money making projects or simply as a school presentation. Programs of this nature can help to provide a positive school atmosphere because of their uniqueness.

A final step at Cashmere in the area of leadership development with "Incentive Programs" is the use of the telephone, school conference, or home visitation. The

objective is to provide a more personal feeling for the situation, the family, or the student when giving reward. Teachers are encouraged to use the telephone or to personally meet with parents and students when either giving recognition for a job well done or an area needing improvement.

#### COMMUNITY AND SCHOOL PROGRAM

Of prime importance to the success of a total educational process is the involvement and support of the community. A school exists because a community exists, but quite often communities are far less aware of the school activities than the school is aware of community attitude and support. In the past, Cashmere has been a good example of a school system that has excelled under the excellent support and concern for the schools by its community. One of the areas of positive support that has often been demonstrated by the community, towards the school, is the development of leadership. Several organizations have provided leadership opportunities for students from an individual standpoint, to a general group. This support is utilized and appreciated by the school, but it must be remembered that this positive relationship flourishes because support is a "two-way street." The school also provides programs for the benefit of the community as well, thus completing the other part of the "two-way street." The largest program that Cashmere conducts with the school and the community is the "School and Community Goal Setting Night."

The purpose of the School and Community Goal Setting

Night is to establish specific areas of concern within the educational system that the school and community should apply itself towards in accomplishing its stated goal. Approximately one hundred and fifty to two hundred community members as well as twenty to thirty staff members, along with high school students meet for a dinner or desert affair. Through an organized grouping process, brainstorming goals, concerns, and other ideas takes place. After the brainstorming, a list of goals is established by each group and then through a voting process everyone selects three "number one" choices, three "number two" choices, and three "number three" choices. The votes are later tabulated and the results are established and mailed to all participants and publicized. From this list the school establishes priorities for the year.

Not only is the School and Community Goal Setting Night a positive program for the operation of the school, but it is a very strong leadership procedure as well. Community leaders, citizens young and old, members of the school board, administration, staff and best of all students participate in a very democratic process. (See Appendix G, page 83.)

In addition to the School and Community Goal Setting Night are a variety of programs offered for the benefit of the school by the community and for the community by the school. A listing of these activities with a brief explanation of objectives will follow.

Jr. Miss Program

Offered by the community for girls of the school to promote self discipline, leadership, and talent. This is an annual program.

Boys and Girls State

Offered by the American Legion, a junior boy and girl are selected for a one week camp designed to promote leadership in government. This is an annual program.

Rotary Foreign Exchange Student

Offered by the Rotary Club, a student each year is selected to visit a foreign country and attend school in that country for nearly a full year.

Booster Club

An organization that is primarily geared toward the support of school athletics, but has contributed also to other school programs. A group of community members working for the development of the school.

Clean Up Day

A school program for the community. Part of a school day is taken for an organized clean up of streets and parks. Students learn pride in a community project.

Open House

Conducted by the school for the community with the purpose of informing the community of existing programs and facilities.

Various Local Scholarships

The community does provide a number of scholarships for graduating students. This is another area in which the community continues to lend support even to students outside the school environment.

## Chapter 4

### SUMMARY

In summation, this project will provide a real sense of the total leadership environment at Cashmere High School and at the same time establish a guideline of programs that can be used on the secondary level to help enhance or develop a leadership program. Through the study and understanding of the purpose of the leadership programs at Cashmere any administrator, advisor, community member or student could develop or conduct an evaluation of their own leadership environment through the use of this project.

However, it should be kept in mind that because leadership development is not always an easily defined discipline, schools will find varying degrees of success with programs. Community and school goals, as well as individual personalities play a big role in the success of any of these programs. But because developed leadership skills in the graduate is a continual expectation a school should feel an obligation to define its leadership program and establish its strength and weaknesses of its leadership environment.

The success of the Cashmere leadership program remains in its diversity of program offerings for a small school and the commitment on the part of the school and the

community to hold leadership development as an important priority.



## Chapter 5

### RECOMMENDATIONS AND CONCLUSIONS

Development and implementation of this project could enhance the leadership program of any secondary school. The primary purpose of developing a leadership program outline in any school will be to define its strengths and weaknesses as an environment suitable to developing leadership qualities through its curriculum and into its students. Programs should be kept diverse to appeal to a wider range of personalities and leadership qualities, yet a school cannot afford to weaken its capabilities by trying to meet everyone's needs through too many programs. In order to ensure maximum effectiveness of the leadership program teachers must be committed and enthused and administration must provide the necessary time and materials to function adequately. Any program that does not really function is a weakness in the school's environment, just as an overbearing situation can become a detriment to the total program.

Although this project is designed for a smaller secondary school, many of the programs utilized are found in larger schools as well. Size and location of a school must be considered in the implementation of any of the programs, but they do not have to be factors that rule out the usage of the project plan. Perhaps restructuring and

modifying will overcome obstacles.

This project will provide a sound leadership development base from which a secondary school can function. As long as society continues to place a high priority on individuals who possess leadership skills, schools must provide a productive and positive environment for the development of these skills. By establishing available existing programs and approaches to leadership development a school will see its reasons for success or failure.

Students who have attended Cashmere have benefited from the established leadership environment. Through the evaluation process developed within the project it became apparent as to why students have benefited. The community and administration are supportive of programs and an adequate number of staff members are good leaders. This coupled with the existing diversity of leadership programs has developed into a positive leadership environment.

There have been many studies concerning the area of leadership. Several identify a meaning for leadership, others establish qualities or styles leaders possess and still others identify the directions and forms leadership are taking in education. There are programs developed to enhance leadership in the classroom and mini-courses to develop leadership skills, but few really speak to capabilities of the total school environment for developing leadership skills within its students. This project has developed an outline of such a program that may be utilized

by other schools. Although the project provides a structured outline of programs, it does not provide a real tool for determining success. As stated earlier success can take on many different forms from one environment to the next. However, the development of a success criteria may be appropriate for this project. Usually overall school spirit, attitude and student participation and results of endeavors are key signs. Yet further studies within the area of determining success are recommended.

The most rewarding experience of this project was viewing first hand those programs that really make leadership development happen. Outlining the total school and community environment for leadership growth was gratifying knowing that the school and community could now identify totally what it really does for our students.

BIBLIOGRAPHY

## BIBLIOGRAPHY

1. Anderson, Vivienne, and Daniel R. Davies, Patterns of Educational Leadership. Englewood Cliffs, N.J.: Prentice Hall, 1956.
2. Burns, James MacGregor. Leadership. New York: Harper and Row, 1978.
3. Giammatteo, Michael C., and Dolores M. Giammatteo, Forces on Leadership. National Association of Secondary School Principals. Reston, Virginia, 1981.
4. Hynes, Kevin, and John F. Feldhusen, and William B. Richardson. "Application of a Three-Stage Model of Instruction to Youth Leadership Training," Journal of Applied Psychology, Volume 63, No. 5, 1978.
5. Jones, Arthur J. Education of Youth for Leadership, New York: McGraw-Hill, 1938.
6. Jones, John D., Donald K. Carson, and William T. Guy. "Alternative Methods of Assisting Students in Developing Leadership Skills," NASPA Journal, Volume 17, Autumn, 1979-80.
7. Kelley, Edga A. Improving School Climate: Leadership Techniques for Educators, National Association of Secondary School Principals, 1980.
8. Lasher, Gaylord C. "Responses to Sergiovanni," Educational Leadership, March, 1979.
9. Lassey, William R. Leadership and Social Change, Iowa City, Iowa: University Associates Press, 1971.
10. McLaughlin, Robert Lee. Exercises for Developing Youth Leadership, Thesis, Central Washington State College, Ellensburg, Washington, 1972.
11. Paprazzo, Frank Francis. Study of Development of Leadership Abilities in Teachers Through In-Service Education, Thesis, Central Washington State College, Ellensburg, Washington, 1967.
12. Porter, Philip D. "We Should Be Teaching Leadership Skills and Competencies," NASSP Bulletin, Volume 65, No. 444, April, 1981.

13. Rubin, Louis J., Ed. Frontiers in School Leadership, Chicago: Rand McNally, 1970.
14. Stark, June B. "Promoting Leadership," Early Years, February, 1978.
15. Wiles, Kimbal. Supervising for Better Schools, The Role of the Official Leader in Program Development, 6th Edition, New York: Prentice Hall, October, 1961.
16. Young, Sandy. Developing a Student Leadership Class, NASSP, Reston, Virginia, 1977.

Appendix A

EXAMPLES OF ADVISEE/ADVISOR MATERIALS, EXPLANATION OF  
PROGRAM, MID-POINT INTERVIEW FORM, CONFERENCE  
SHEET, GOALS FORM, A/A CALENDAR

## APPENDIX A

What in the world is an advisory program? The advisory program was designed for one purpose - TO MAKE SCHOOL A BETTER PLACE FOR YOU.

When talking with students, they felt there just wasn't time in the day to discuss their concerns -- that no one would listen anyway. Most students have six teachers each day -- how could they feel comfortable talking with someone who hardly even knew them, including the counselor?

It became apparent that a program needed to be developed that would allow for this opportunity. A program that would convince each student there was a teacher with time to care. TAHT'S OUR ADVISORY PROGRAM.

FOR THE PROGRAM TO BE 100% EFFECTIVE, IT WILL BE UP TO EACH PERSON IN THE ADVISORY ROOM TO MAKE IT A WARM, CARING ENVIRONMENT THAT TREATS EACH PERSON THE WAY YOU WANT TO BE TREATED.

#### What is an Advisor-Advisee Program??

1. Advisor - helper and counselor for all your years in high school.
2. Advisor helps you discover interests and talents.
3. Advisor helps you understand yourself better.
4. Advisor will listen to you and help you make decisions.
5. Time to get acquainted and share with others.
6. Time allowed for just talking things over with a teacher, alone or in groups.
7. Time to work on special school projects like elections, poster making, etc.
8. Time for games with other advisor groups.
9. Advisor helps you with problems and will be more of a friend than a teacher.
10. Time for social activities - practice in getting along with others.

#### Responsibilities of the Advisor:

1. Get to know each advisee on a one-to-one basis during their high school years; to be a friend, an adult to whom each advisee may go with questions and concerns.
2. To be a central source of information about each advisee; academic progress, interests, goals, attendance, etc.
3. Assist the student in developing (his/her) high school program and help the student in evaluating whether or not (he/she) is meeting their goals.
4. To provide input on each advisee; to serve as a liason between the school and parents.
5. Inform and assist advisees in carrying out their responsibilities.



Responsibilities of the Advisee:

1. Attend all A/A meetings.
2. Communicate academic and co-curricular needs, interest and concerns to the advisor.
3. Facilitate communication among advisor, parent (guardian) and teachers.
4. Request and schedule individual conferences with advisor.

## MIDPOINT INTERVIEW

NAME \_\_\_\_\_

1. How are things going for you in your classes this trimester?
2. Is there any particular class causing you some concern?
3. Are you fairly pleased with your grades so far?
4. Is there any interesting activity or project that you are doing?
5. Which class do you like best? Why?
6. If you had it to do over again, what changes would you make in your schedule?
7. Is the reading in any course difficult for you? If so, have you talked to the teacher about it?
8. Are you reading anything interesting?
9. Is there anything you wish your teachers understood that they don't yet know about you?
10. List all your classes and estimate what grade you think you have earned so far?

---

---

---

---

---

---

---

---

## CASHMERE HIGH SCHOOL FACULTY

Advisor - Advisee Conference

January, 1981

## Possible items for discussion:

1. Midpoint Interview worksheet(s) (There are two forms to choose from.)
2. Advisee worksheet for Parent Conference
3. Fall trimester grade and comment sheet
4. Shuttle sheet information from classroom teachers (two forms)
5. S.A.T. scores
6. Junior Math Proficiency test results
7. Student's estimated grades so far this trimester
8. Goals the student has set for this trimester, year
9. Activities to date -- successes, failures, problems
10. Future plans (career and college plans for seniors, financial aid, scholarship information, school application forms, etc.)
11. General student progress -- attitude, behavior, aspirations, etc.
12. Progress reports, other information you have collected throughout the year
13. Find one thing to emphasize - a positive ending to your conference
14. Have student list, collect any work or project that he/she might want their parent to see or at least be aware of

## WHY DO YOU WANT A BETTER WAY OF LIFE?

Are you content with the way it is or would you like to see certain changes made?

What are your future wants? Consider items such as wealth, social life, security, education, travel, etc.

## WHAT TYPE OF PERSON DO YOU WANT TO BE?

Do you want to be respected and trusted by other people? Do you wish your opinion to be sought after? Do you want to feel more at ease when put in certain situations? Are there any improvements needed to your personality?

Your answers to the questions above will give you an indication as to how satisfied you are with your current life. It will also give you some idea of the expectations you have for yourself in the future.

Everyone wishes that some improvement can and should be made. They also hope that the future will provide these improvements.

However, in most cases, it takes more than wishing for improvements or improvements to be made. If you want positive changes to be made in your life, you must accept the fact that these changes must be made by you. Changes occur through planning followed by effort - they don't just appear.

The first step in personal improvement is the setting of goals - this is where you must determine exactly what it is that you want. The second step is the accomplishment of these goals. For people who have control over their own lives, these two steps have become an ongoing life-long process.

This does not mean that you must announce to the world that you are going to become a new person. The procedure should be more of a personal concern. You should be able to establish goals for you must be able to judge if you are or not they are being accomplished. Effort will follow if improvement is being made. It is easy to be to others, but difficult to be to yourself.

The most important thing you must do is to set by yourself. Goals should help you, not provide a burden. Do not let the knowledge that you are failing in the eyes of other people - people

## WHY SHOULD YOU ESTABLISH GOALS?

\* As an individual, you possess unique skills and talents. However, if not put to use, these abilities will not develop to their greatest potential. Also, it doesn't make sense to have skills if they are never used. Striving toward specific goals forces talents to be put to use - often it is required that new skills be developed.

\* Removal of the complaints "I'm bored" and "I have nothing to do" from one's speech. When working toward a goal, life takes on a new sense of direction and occupies so much time that often not enough time is available.

\* You will find yourself learning more, at a faster rate, and with more understanding. This phenomenon occurs when individuals are interested in the material being covered. People work harder and more efficiently when they can see a goal in sight. By setting goals, you will be making many tasks easier for yourself, since the purpose for them will be evident.

\* Not nearly as much time will be wasted on senseless, non-productive activities, such as watching the "tube." Since goals determine what must be accomplished, you will be able to decide which activities are worth your time and effort.

\* Goals lead to success. Throughout the world exist people who have used goals to find success. These people can be found in athletics, business, politics, entertainment, education, and in almost all aspects of life. Without goals, most people will just wander aimlessly through life, with no particular direction - accomplishments are few.

\* Achievement of goals provides a well-earned sense of accomplishment and self-pride. One develops the feeling that he/she is capable of being self-reliant and able to get along without constantly being supported by others.

\* Goals will give your life a sense of purpose. The uncomfortable feeling that the individual has no value or worth can be diminished or eliminated altogether through the pursuit of goals. The thought that each day is merely a continuation of the previous unfulfilled day is a most unbearable way to live. Goals provide help that things will change for the better. Accomplishment of goals

If you intend to improve your life, you wish to be in control of that improvement, then the establishment and accomplishment of goals is a logical and possible way to proceed.

When realistically looking at goals, two separate parts must be thoroughly considered.

1. What goals should be selected?
2. How can these goals be achieved?

## GOAL SELECTION

\* Be specific. Selecting a general goal such as "I will become a better person" can mean many different things. More specific goals, such as pointing out exact changes in behavior, are more desirable since you know exactly what is to be accomplished.

\* Be realistic. Don't select goals that will be impossible for you to attain. Failure may have the effect of preventing you from attempting other things. Also, keep in mind that not all goals can be accomplished.

\* Be flexible. Just because a goal has been identified does not mean that it is sacred and must remain forever. Goals need to be re-evaluated from time-to-time because when selected they are occasionally determined by emotion rather than reason. Current fads and other pressures can also influence the selection process. However, be careful that you don't use flexibility as an excuse for not following through on goal accomplishment when the going gets tough.

## GOAL ACHIEVEMENT

\* Be specific. List exact methods to be used with detailed, step-by-step procedures. Inclusion of a time schedule and alternate methods are often helpful.

\* Be realistic. Don't list procedures that you are not capable of following. Try not to be unreasonable with yourself. Most people tend to expect too much in too short a time.

\* Be flexible. Be willing to alter plans. No one can predict exactly what the future will be - circumstances will change. You must anticipate providing for these changes. Plans will need adjustment

TO: Cashmere High School Advisors  
 FROM: Tom Pickett  
 DATE: March 25, 1982  
 SUBJECT: AA Planning

- Thursday, March 25 - Plans for city clean-up!  
 March 31st - 9 a.m. - 11:30 a.m.  
 Return for 4th period - 12:20 p.m.
- \*This is your last chance to make plans for next Wednesday!
1. Students & Faculty - come dressed to work.
  2. Students (faculty) - bring a rake!
  3. Make your group lunch plans!!
- At 8:40 we will report to AA groups for attendance. Send roll to office!
- Final plans - at 9 a.m. - bags, some tools will be distributed at the gym entrance.  
 GO TO WORK! RETURN ON TIME! HAVE FUN!
- \*\*Final plans during the faculty meeting on Tuesday, Marcy 30th - 8 a.m.
- Friday, March 26 - Introduction of spring sport participants in gym. Coaches please -  
 (During AA) Girls' Track - Mr. Whitaker  
 Boys' Track - Mr. Makela  
 Baseball - Mr. Holmer  
 Tennis - Mr. Barnhart
- Monday, March 29 - Class Meetings! Seniors - Gym  
 Juniors - Library  
 Sophomores - Gym  
 Freshmen - Community Center
- Tuesday, March 30 - Discussion - ALERT!  
 Copy for you is attached. Use as your reference to discussion.
- Wednesday, March 31 - Clean Up Day! Do a good job - this is a very positive community relations activity.

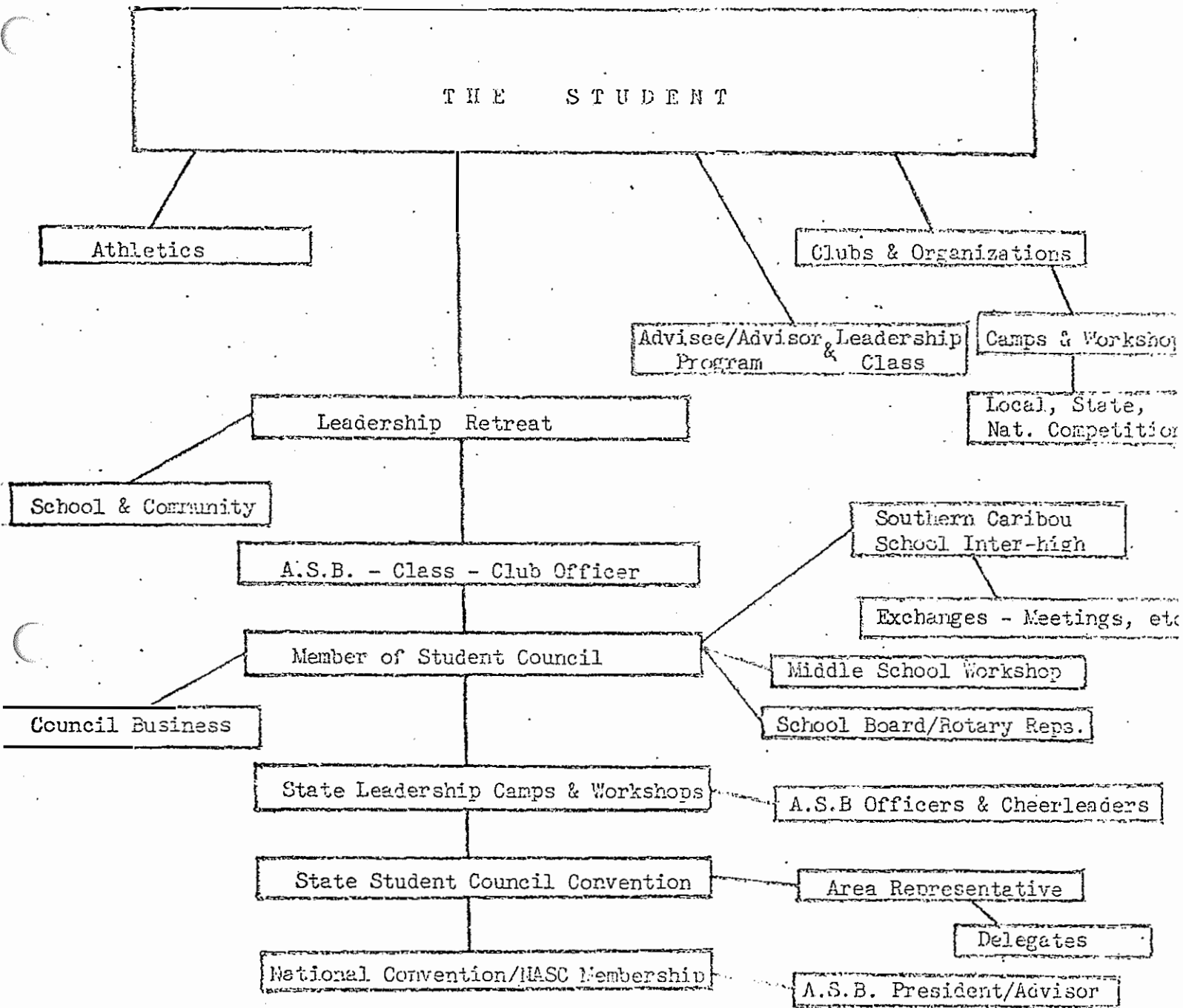
Thursday, April 1 - APRIL FOOLS DAY PARTY!

Friday, April 2 - Film in the community center.

FOLLOWING WEEK IS SPRING VACATION.....!!!

Appendix B  
TOTAL LEADERSHIP STRUCTURE

LEADERSHIP PROGRAM



KEY FACTORS

1. Community Support
2. An Organized Discipline Policy
3. Athletic Handbook and Code
4. An Overall Positive Attitude about Our Sports Program, School Curriculum and Community
5. Involvement by many of our Students & Faculty

RELATED ACTIVITIES

1. Career Education
2. Community/School Goal Setting Meeting
3. Jr. Miss Program
4. Academic Excellence Awards
5. Boys and Girls State
6. Rotary Foreign Exchange Program



Appendix C

EXAMPLES OF LEADERSHIP RETREAT STEPS, INVENTORY  
TIME, ARTICLE FOR STUDENT ADVOCATE MAGAZINE

SIX BASIC STEPS TO YOUR LEADERSHIP RETREAT

1. Answer the basic question of "What are our needs?" and "What group of students do we want to reach?" (Specific Group/General?)
2. Select a site for your retreat. Remember, the travel and new environment is a big part of the retreat. Establish costs, needs, like food, etc.
3. Establish the members of your staff that will best meet your needs---but invite a new member(s) each year. Spread the enthusiasm! (Community member)
4. Present your program to your students. (Later on to the community.)
5. Have sign-up and selection.
6. Finalize all plans - Notify all who have been selected, collect money for costs, all reservations for campsites if needed, travel plans set, food plans, etc.....

REMEMBER - After your retreat have a parent night with slides of the retreat, awards, thank yous, etc..... then mid-year evaluation.

Cashmere Leadership Program



Inventory Time

Page 2

- D. At the Leadership Retreat you said you would accomplish specific goals this year. What have you done?
- E. Concerning your involvement with our community and school, explain the "sincere" goals you have planned for yourself for the remainder of the year.
- F. Honestly now! Just exactly what do you remember of your Leadership Retreat? (This is completely open-ended, respond accordingly.)

Remember, our business year is only half complete, you (we) have the rest of the school year and beyond to have our business continue to grow!

## The Leadership Retreat - A Plan that Works

By Gary Carlton

Are you looking for a Program that would develop enthusiasm for your school and provides an opportunity for students and teachers alike to find solutions to problem areas, and to identify strengths as well? A program that would provide a unique learning environment, full of fun, yet highly educational?

Are you looking for a program that will enhance your student/teacher relationships; school and community relations; school spirit; activities and develop personal positive attitudes?

Are you looking for a program that could ensure a positive outlook on your new school year by students and teachers and develop a working relationship that could later bring quick solutions to problem areas?

An idealistic program? Yes! A realistic program? Even more so! For the past four years, Cashmere High School's Student Body has looked forward to its annual four-day "Leadership Retreat." A program that has successfully approached all of these areas.

### Primary Purposes of the Leadership Retreat

The Leadership Retreat was started by principal Tom Pickett, to give students the opportunity to develop leadership qualities and a strong "positive attitude" towards their school, community, faculty, administrators and themselves.

By developing the program for the local groups, it meets the needs of the local program. The retreat is small enough that each student has a role and the enthusiasm created by the August leadership retreat carries over into the approaching school year. The 30-40 students, grades 9-12 in the 350 member high school, that attend the retreat, return to school with a positive attitude. As stated by leadership retreat participant, Holly Lewis, "I thought it was the neatest thing I have ever done with the school."

#### How the Program Works at Cashmere High School

##### Step 1 - Selecting a Location

Of course, if a retreat is to be held, a location must be selected. Since Cashmere is located in the heart of apply country, next to the rugged Cascade Mountains and the mighty Columbia River of the State of Washington, the only difficulty in selecting an interesting site is narrowing the selection down to one place. But, one advantage to Cashmere is its central proximity to the environmentally diverse State of Washington, which affords travel by bus in all directions.

Cashmere students have "retreated" in environmental centers with cabins, cooking and shower facilities; to tents, sleeping bags, 36° water and the beauty of the primitive wilderness area of Lake Chelan; to the comforts of a beach home in the San Juan Islands on the Pacific Ocean coast. Of prime importance to the selection of the site are the factors of time in travel, privacy, facilities, cost and

the type of educational activities the surroundings will offer the students.

### Step 2 - Selection of Participants

Since the Leadership Retreat is held during mid-August it is necessary to make selection of participants during the latter part of May. Students, grades 9-12 are asked to complete a questionnaire that will inform the selection committee of the potential leadership, citizenship, involvement and attitude of the individual. The student must also write a brief statement as to why he or she feels qualified for the retreat.

Typically about 25% of the Cashmere Student Body signs up. The selection committee, facilitators of the retreat, then choose 30-40 students for the retreat. Unfortunately, not everyone can attend, but over a four-year high school career, a student has an excellent chance of being selected at least once.

### Step 3 - The Facilitators

Fortunately, many teachers and community members have a high value for the program and its efforts and are willing to give four days in August to help with the retreat. As Jane LaVigne, a mother of a retreat participant states, "Any program that encourages young people to feel good about themselves has to be a worthwhile effort." Last summer's retreat saw eight teachers, a school secretary, two community members and a graduate student of Cashmere's leadership program, attend.

#### Step 4 - The Costs

All costs of the Leadership Retreat are paid for by the participants and because the numbers of interested students is constantly rising, the \$40-\$50 registration fee has not been a negative factor. The fact Cashmere students are willing to give up four days of their summer and pay their own way gives an excellent indication of what they feel for the program. As a student participant, Scott Baker says, "I think everybody could benefit from it." Costs are generally for meals and travel only, but on occasions fees are for environmental centers.

#### Step 5 - The Actual Retreat

Three parts of the Cashmere Leadership Retreat actually give it a true value: 1) The development of "Espirit de corps" between students and students and facilitators and students. This unity develops by being together over a four-day period of activity and "happens;" it cannot be planned. "The best part of the trip was the unity everybody showed," as stated by participant, Lisa Braun; 2) Newly gained knowledge of the State of Washington purely because of travel and places students visit. Because of the retreat, many Cashmere students have for the first time traveled to large cities, visited and lived by the Pacific Ocean, "roughed it" in a primitive wilderness area, rode on a ferry boat, visited a wildlife farm and dairy farm, and met new friends in different parts of the state; and 3) Over the four-day period of time approximately six hours are spent in



group discussion and problem solving sessions. Topics are selected to whatever is a concern to Cashmere High School and Cashmere as a community.

In addition, four-six hours of structured time is spent around the campfire with discussions of leadership qualities, identifying the leaders in the school and viewing creative skits and singing. Although the program has structure, pride is taken in not making the retreat a "canned" presentation. The remaining hours are spent in planned side trips, competitive games and, of course, eating, clean-up and sleeping.

#### Step 6 - After School Starts

Of course, a very important aspect of the Leadership Retreat revolves around the return home, the enthused attitude at school and sharing of ideas and the positive working relationship with students and teachers. Much of this is measured only in feeling, but Cashmere students, teachers and parents see a difference with the retreat. As teacher Fred Wallick states, "In observing the leadership students, I feel a great deal of enthusiasm and esprit de corps has been created. I feel these people also have a new (and more realistic) outlook toward school and the teachers."

After school begins, a "parent night" is held where all participants and their parents meet for a slide presentation of the retreat. As Mrs. William Bryan, mother of a retreat participant states, "It is a lot of fun and is exciting. They are given a chance to see and know the

teachers and citizens in a different surrounding." Special "thank-yous" and awards are also presented during the "parent night." Cashmere has found this to be a tremendous way of involving parents and students together.

#### Step 7 - Follow-Up During the School Year

It is the role of the advisors to follow-up on students who participated at the retreat, to view accomplishments during the year and to rekindle a portion of the "spirit" of the retreat. By viewing slides again, by visiting for just a few minutes with others, a "positive" feeling is once again ignited. And it's time once again for Cashmere High School students to ask, "Where are we going on the retreat this year?"

#### A Simple Concept - Yet Unique

The idea of the "retreat" is certainly not new, in fact, it is a very simple concept, yet the results of the program make it very worthwhile. The Leadership Retreat becomes a plan unique to the students, teachers, school and community for which it is developed. It addresses itself to the special problems, strengths, weaknesses and personalities involved.

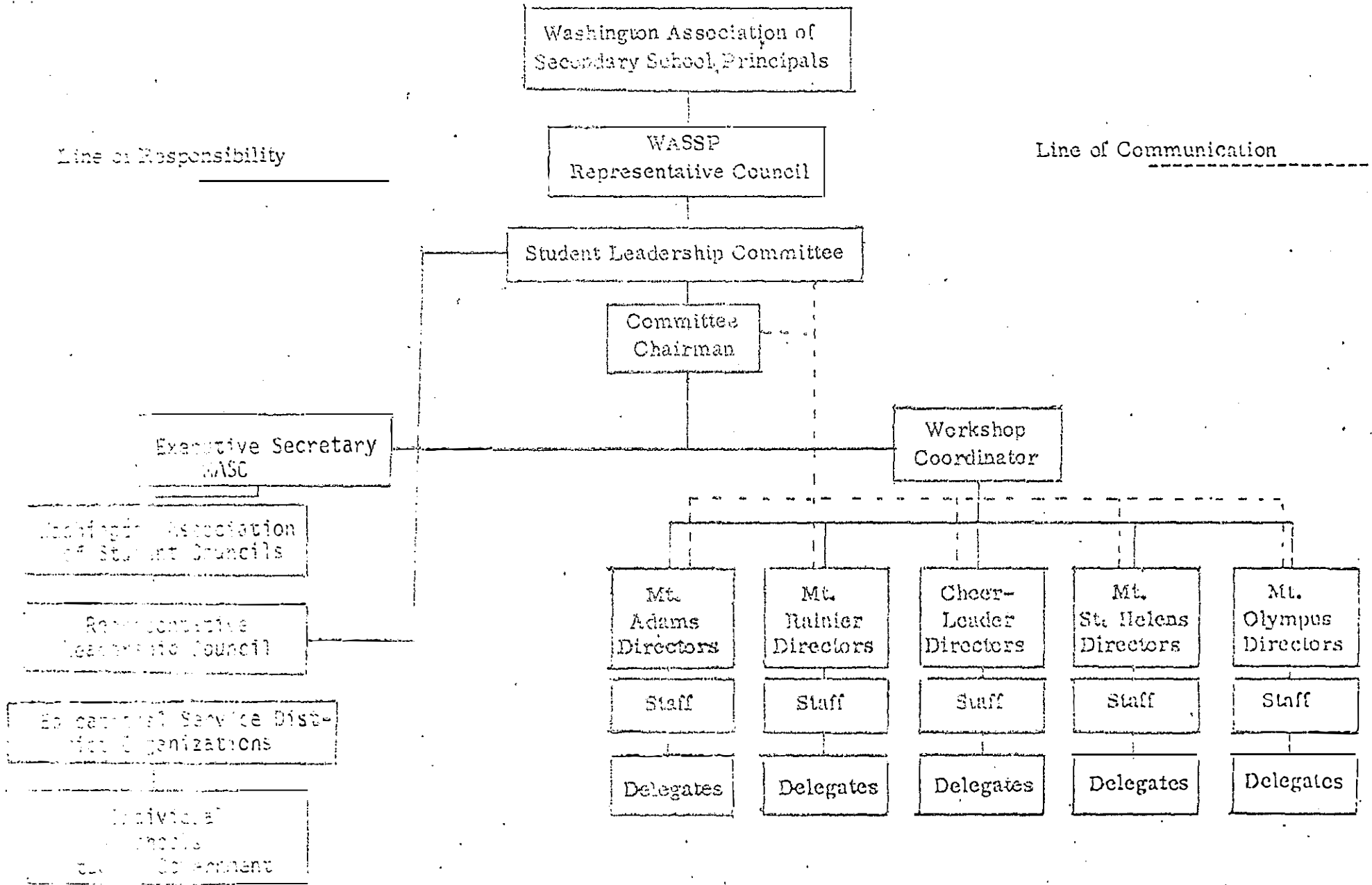
Your school, your community, your people, your needs! That is what will make the retreat valuable to you as a program. But best of all, as students, teachers, and community members of Cashmere, Washington have discovered, the retreat is not only highly educational, it is also a lot of fun!

Appendix D

WASHINGTON STATE HIGH SCHOOL STUDENT LEADERSHIP PROGRAM

WASHINGTON STATE HIGH SCHOOL STUDENT LEADERSHIP PROGRAM

ORGANIZATIONAL CHART



Appendix E  
MIDDLE SCHOOL WORKSHOP FORMAT

## THE MIDDLE-SCHOOL WORKSHOP

## A Program for High School Leaders

Purpose of the Program

To acquaint the incoming middle-school student with the high school life.

An obvious need!

Who Puts on the Workshop?

High school student leaders interested in helping young students be successful--

Your leaders might be.....

Seniors, the Student Council, a club.....

What is Needed?

You have a need and purpose, all that's left is.....

A location

A time

The leaders

The group

The agenda

## CASHMERE HIGH SCHOOLS/MIDDLE SCHOOL WORKSHOP

\*The workshop is presented to the entire 8th grade in the Spring of the school year, Cashmere is a four year high school.

Choosing Leaders - The 1st year we used our student council, now we have a sign up - leaders are chosen by the student council executive board and advisor, based on student involvement, attitude, and basic leadership qualities.

How Many?

We have between 20 and 30 - depends on your size and agenda.

Location - We have a church across from our middle school that we have used - this year we'll try to be in our new high school.

Remember - You may not have enough spare rooms in your school to conduct a workshop - you might not want any interference. Community involvement!

Time - Our program runs about 3 hours - we hold it in the morning classes.

Choosing Topics - We select topics relevant to our needs. For example, we cover: Community/School Relations; Clubs & Activities; Athletics; Student/Teacher Relations; Types of Leaders; Setting Goals; etc. The areas we know new young students need help with!

"Discussion Groups"

Group Leader - Chosen to lead his group in discussion along with his helpers - the group is responsible for teaching - They create their own materials and style - a great learning situation.

"Et al."

Group Guide - They lead their students (8th) around to various discussion groups. They must make name tags for every student (contest). They join in the discussion groups. They hand out evaluations.

Film - We like to close with a film. We usually center our workshop title around our film. Example, "You Pack Your Own Chute," "Solo," etc.

Newspaper - We invite them for pictures. Let the public know your school is active, students help on another, positive relations.

Evaluation - We like feed back from our students. We want to know if they thought the program valuable. You can do this in final discussions or on paper a week or two later.



## MIDDLE SCHOOL WORKSHOP CHECKLIST

## Plan it Out to be Successful

Approve date/talk with middle school principal, high school principal, advisor.....

Location - Decide in advance, you need rooms

List of middle school students (8th and 9th)

Sign up for high school leaders (or student council, club)

Create a title and agenda - time line!

Choose group leader and group members - they find materials

Choose group guides - they make name tags

Select film - order it on time!

Refreshments - who's in charge?

Make evaluation tool

Excuse students from class in advance/several days ahead

Have a welcoming committee accompany middle school students

Do you want to video tape session?

Contact the newspaper (they'll accept your article if they don't show up - assign a writer)

Who is in charge of the projector, screen, extension cord, etc.

Need extra chairs?

Name tags complete?

Make sure all groups guides know who are in their group

Invite some important people to watch

Transportation needs? (bus or walk)

Anything else?

Appendix F

EXAMPLES OF SPECIAL INCENTIVES PROGRAMS, STROKE LETTER,  
BAM NOMINATION, STUDENT LEADERSHIP DAY  
AGENDA, COMMUNITY MEMBER LETTER

## CASHMERE HIGH SCHOOL

STROKE LETTER

Resolve this week to identify a student who has shown progress, inspiration, brilliance, creativity or unusual interest in any of the following areas: physical ability, creativity, manual dexterity, artistic ability or academic awakening. It's important!

---

Student Name

---


Class

---

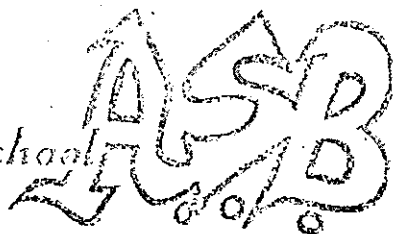
Teacher

Statement to be included in letter to parent:

I nominate Scott Griffith for his participation as a member of the DECA State Officers team. Scott served as State Treasurer during the 1981-82 school year. Scott, as treasurer was responsible to manage all financial aspects Washington State DECA. Scott took a leadership role in the preparation and conducting of the state conference and during this conference he made four major speeches to the entire delegation of over 1,000 students and adults.



Cashmere High School  
Phone 509/782-2914



C.H.S. STUDENT LEADERSHIP DAY  
Wednesday, April 23, 1980  
CHIEFTAIN RESTAURANT

- I. 8:30 - 8:40 - Welcome and Introductions (Mr. Carlton)
- II. 8:40 - 9:40 - A.S.B. Council Meeting (Scott Ditty)
  - Call to Order
  - Flag Salute
  - Reading of Minutes
  - Financial Report
  - Correspondence
  - Committee Reports - Inter-High
  - Old Business:
    - 1) Int'l Exchange
    - 2) Sadie Hawkins
  - New Business:
    - 1) Elections
    - 2) Leadership Camps
    - 3) Breakfast
    - 4) Floor
  - This Year's Accomplishments:
    - 1) Magazine Sale
    - 2) Homecoming
    - 3) Amendments to Constitution
    - 4) Fouseball Table
    - 5) Middle School Workshop
    - 6) Inter-High
    - 7) Summer Retreats
    - 8) A Higher Quality of Leadership
  - Adjourn
- III. 9:40 - 10:10 - BREAKFAST
- IV. 10:10 - 10:15 - Break
- V. 10:15 - 10:25 - Mr. Crossland on Leadership
- VI. 10:25 - 10:50 - Presentations (Mr. Pickett & Mr. Carlton)

*Doane's Valley Pharmacy**"In Business For Your Health"*

CASHMERE, WASHINGTON 98815

RON DOANE

PHONE 782-2717

WAYNE DOANE

April 24, 1980

Student Council  
Cashmere High School  
Cashmere, Washington 98815

Dear Council Members:

I appreciate the opportunity of attending your leadership recognition meeting and breakfast.

I was impressed with the caliber, conduct, and achievements of the students. It is heartening to see excellence, achievements, and leadership recognized on a school and community level.

Thanks again for an enjoyable morning.

Sincerely,

Ronald R. Doane

RRD/c

Please note:

This signature has been redacted due to security reasons.

Appendix G

SCHOOL AND COMMUNITY GOAL SETTING RESULT SHEET

## GOAL SETTING MEETING

Tuesday, September 29, 1981; 7:00 p.m.

VOTING RESULTS FOR 1981-82 GOALS

	<u>TOTAL VOTES</u>
1. Develop and promote a "Volunteers-in-the Classroom" Program throughout the district	103
2. Expanded recognition of academic excellence, perhaps a school letter	77
3. Strong emphasis on positive self-concept at all times, (pride, self-image)	72
4. Letter writing campaign to legislators to move control back to community level	70
5. Continue drug and health education at all levels-- involve local law enforcement	52
6. Restore industrial arts	35
7. More stress on vocational training	31
8. Find funding to re-establish field trips, (possibly community funds)	27
9. Encourage non-smoking at sports events	26
10. Continue work on goals established during previous years (career ed, writing skills, discipline, guidance, competency tests, communication skills, health and drug education, awards for academic excellence, enrichment)	25
11. Establish P.T.A. at all levels	24
12. Better coordination of 4-year plan and scheduling	22
13. More college prep in high school	20
14. Continue discipline	19
15. Stress study habits in <u>ALL</u> areas	15
16. Improve counselor assistance at high school, (scholarships, schools, careers)	14



	<u>TOTAL VOTES</u>
17. Assist students in setting personal goals	14
18. Parent-teacher conference with <u>ALL</u> student's teachers	13
19. Upgrade English Department; increased emphasis on grammar and writing skills	13
20. Continue non-smoking policy	12
21. Teacher evaluations given by students	12
22. More career ed. in high school	12
23. Increased community service by students	11
24. Consider administrative cuts, not teachers	10
25. Re-establish P.T.S.A.	10
26. Regain local control of funding	9
27. Moral ed. discussion	9
28. More emphasis on math and language arts	8
29. Encourage enrichment program at all levels	8
30. Continue advisor-advisee	8
31. Develop a "Talent Resource" bank from the community; using doctors, lawyers, clergy, etc. in the schools	7
32. Greater use of news media to promote total school program, in addition to sports	7
33. Determine a priority list of programs needed to maintain a quality education in the current financial crisis	7
34. Mandatory creative writing and speaking experiences for early high school years	7
35. Advisors include parents in curriculum planning -- through AA	6
36. Increase emphasis on study skills at middle school level to prepare students for high school	6

	<u>TOTAL</u> <u>VOTES</u>
37. Advance placement working with community college	5
38. Seek out help of local industry for expanded work study	5
39. Balance athletic activities with scholastic activities	5
40. Deal with coarse language and profanity at elementary level	4
41. Explore computer science at appropriate grade level	4
42. Offer adult education classes; (work with Wenatchee Valley College)	4
43. More emphasis on foreign language; (possibly 4 years)	4
44. Equal expenditures of funds when educating our children	4
45. Re-establish health class	3
46. Include legislators in goal setting meetings	3
47. Better security for personal and athletic equipment, and after school hours	3
48. Encourage more student participation in Corps of Discovery	3
49. Evaluate bus schedules for improvement	3
50. Help students develop positive attitude towards work	3
51. Improve job seeking skills with emphasis on non-college students	3
52. special recognition for the average student	3
53. Move 5th grade back to elementary	3
54. Foster attitude that school is a privilege	3
55. Follow-up on achievement tests	2
56. Third choice offered with band and music	2

	<u>TOTAL</u> <u>VOTES</u>
57. Promote scholarship program	2
58. Community input in reduction of staff and elimination of programs	2
59. Seek alternative methods of fund raising other than donations and solicitations	2
60. Encourage students to use excellent library facilities	2
61. More emphasis on quality foods and how to prepare them	2
62. Maintain existing extra-curricular activities	2
63. Continuation of students setting goals	2
64. Career counseling at earlier years	2
65. Involve community in extra-curricular activities such as: drama, clubs, etc.	2
66. Maintain level of education and morale in spite of budget cuts; (adapt and adjust)	2