

# Gifted Education Leadership Standards



Adapted from leadership standards for the National Association of Student Councils and Indiana Association of Student Councils, and aligned with the National Association for Gifted Children Programming Standard 4: Learning Environments: Personal, Social, Leadership, Cultural and Communication Competencies.

<b>1. Organizational &amp; Managerial Skills</b>	1.1 Student demonstrates self-organization.	1.1.a Student exhibits effective time management skills. 1.1.b Student prioritizes personal commitments.	<ul style="list-style-type: none"> <li>• Personal Calendar Planning</li> <li>• Short &amp; Long Term Goal-Setting</li> </ul>
	1.2 Student plans & implements organized projects	1.2.a Student formulates & employs project goals. 1.2.b Student uses sequential project planning steps. 1.2.c Student uses appropriate evaluation tools.	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Prioritizing</li> <li>• Consensus</li> <li>• Value Voting</li> <li>• Project Planning Checklist</li> <li>• Storyboarding</li> <li>• Written &amp; Oral Surveys</li> <li>• Portfolios</li> </ul>
	1.3 Student demonstrates effective meeting skills	1.3.a Student practices a variety of meeting formats. 1.3.b Student demonstrates meeting preparedness.	<ul style="list-style-type: none"> <li>• Roberts Rules of Order (Parliamentary Procedure)</li> <li>• Consensus</li> <li>• Decision-Making Steps</li> <li>• Meeting Facilitation</li> <li>• Written Agendas &amp; Announcements</li> </ul>
	1.4 Student understands the structure of his/her organization	1.4.a Student demonstrates knowledge of constitution & by- laws. 1.4.b Student identifies the chain of command in their school. 1.4.c Student understands & executes his/her job responsibilities & duties.	<ul style="list-style-type: none"> <li>• Job Responsibilities Charts</li> <li>• Observation &amp; Feedback</li> <li>• Organizational Charts</li> <li>• Constitution &amp; Amending Process</li> </ul>

<b>2. Communication</b>	2.1 Student communicates effectively in large and small groups.	2.1.a Student develops content and ideas into organized presentations. 2.1.b Student analyzes and adjusts based upon the audience. 2.1.c Student uses appropriate language and style. 2.1.d Student expresses self effectively in interpersonal	<ul style="list-style-type: none"> <li>• Public Presentations</li> <li>• Interviews</li> <li>• Telephone Skills</li> <li>• Explaining Instructions</li> <li>• Interpersonal Communication</li> </ul>
	2.2 Student writes effectively.	2.2.a Student writes effectively. 2.2.b Student organizes thoughts. 2.2.c Student employs appropriate writing format. 2.2.d Student exhibits appropriate word use and grammar.	<ul style="list-style-type: none"> <li>• Memos</li> <li>• Thank You Notes</li> <li>• Minutes and Agendas</li> <li>• Electronic Communication</li> <li>• Invitations</li> <li>• Press Releases</li> <li>• Advertisements</li> <li>• Reports</li> </ul>
	2.3 Student listens effectively.	2.3.a Student listens and observes to gain understanding and interpret information. 2.3.b Student checks for accuracy and understanding by asking questions and paraphrasing. 2.3.c Student uses the listening level appropriate for particular circumstances and contexts.	<ul style="list-style-type: none"> <li>• Practice Listening Levels</li> <li>• Practice effective listening using appropriate techniques (i.e. SOFTEN, Paraphrasing)</li> </ul>
	2.4 Student effectively uses various means of communication	2.4.a Student communicates through oral, artistic, graphic, and/or multimedia presentations. 2.4.b Student demonstrates use of available and up to date technology to present ideas and concepts.	<ul style="list-style-type: none"> <li>• Videos, Pod Casts</li> <li>• PowerPoint, Prezi</li> <li>• Digital Displays</li> <li>• Posters and Banners</li> <li>• Electronic Communication</li> </ul>

<b>3. Citizenship and Service Learning</b>	3.1 Student takes responsibility for personal actions and acts ethically (e.g. demonstrates honesty, fairness, & integrity).	3.1.a Student develops a sense of personal responsibility and self-confidence in their own abilities. 3.1.b Student demonstrates ethical behavior and acts with integrity. 3.1.c Student provides a model for others of personal responsibility and ethical behavior.	<ul style="list-style-type: none"> <li>• Role Playing Scenarios</li> <li>• Situational Activities</li> <li>• Personal Code of Ethics</li> <li>• Personal Mission Statements</li> </ul>
	3.2 Student respects self and others	3.2.a Student has awareness of the value of a healthy mind and body (healthy choices). 3.2.b Student demonstrates an appreciation of the work of others.	<ul style="list-style-type: none"> <li>• Chart Eating Habits</li> <li>• Record Healthy Lifestyle Habits</li> <li>• Read Assignments/Book Talks</li> <li>• Exercise Journal</li> <li>• Team Building Activities</li> <li>• Thank You Notes</li> <li>• Recognition Activities</li> <li>• “Get to Know” Activities</li> <li>• Guest Speaker on Respect</li> </ul>
	3.3 Student participates in service to others.	3.3.a Student identifies the needs of others. 3.3.b Student responds to the needs of others by engaging in service. 3.3.c Student experiences the benefits of serving others. 3.3.d Student will have an experience in giving without receiving anything in return.	<ul style="list-style-type: none"> <li>• Research Local Charities</li> <li>• Speakers on Diversity</li> <li>• Organize a Service Project</li> <li>• State/Local Clean Up Day</li> <li>• Participate in Service Project</li> <li>• Reflections in Journal</li> </ul>

<b>4. Goal Setting</b>	4.1 Student understands the process of setting and achieving goals.	4.1.a Student understands the purpose of goal setting. 4.1.b Student writes realistic goals that align with individual or group philosophy. 4.1.c Student develops an action plan with timelines to follow in order to achieve goals.	<ul style="list-style-type: none"> <li>• Simulation Activities</li> <li>• Goal Setting Exercises</li> <li>• Action Planning</li> </ul>
	4.2 Student identifies types of goals.	4.2.a Student differentiates between short-term and long-term goals. 4.2.b Student distinguishes between personal and group goals. 4.2.c Student understands the importance of setting balanced goals in multiple areas of life.	<ul style="list-style-type: none"> <li>• Classroom/Project Goal Setting</li> <li>• Goal Journal</li> </ul>
	4.3 Student employs the skills necessary to evaluate goals.	4.3 a Student monitors and adjusts goals. 4.3.b Student acknowledges the achievement of goals.	<ul style="list-style-type: none"> <li>• Recognition Activities</li> <li>• Evaluation and Reflection</li> </ul>

<b>5. Decision-Making</b>	5.1 Student understands the processes for decision making.	5.1.a Student can identify problems needing to be resolved. 5.1.b Student identifies decision-making styles (autocratic, democratic, consensual, laissez-faire). 5.1.c Student recognizes appropriate decision-making styles for a given situation. 5.1.d Student recognizes the impact of individual decisions on a group. 5.1.e Student can predict the possible outcomes of the decisions and make an appropriate selection.	<ul style="list-style-type: none"> <li>• Project Planning</li> <li>• Team Building</li> <li>• Brainstorming/Prioritizing/ Processes for eliminating options</li> <li>• Decision analysis</li> <li>• Role Playing Situational Activities</li> <li>• Decision-making Simulations</li> <li>• Historical Case Studies in Decision- Making</li> </ul>
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<b>6. Group Process</b>	6.1 Student interacts in groups effectively	6.1.a Student understands stages of group development. 6.1.b Student practices teambuilding. 6.1.c Student recognizes functional roles of group members, knowing when to lead and when to follow. 6.1.d Student recognizes the importance of delegating tasks and responsibilities to members of the group.	<ul style="list-style-type: none"> <li>• Icebreakers</li> <li>• Cooperative Projects</li> <li>• Group Simulations</li> <li>• Role Playing</li> </ul>
	6.2 Student understands how Individual differences affect group processes.	6.2.a Student identifies leadership styles in self & others. 6.2.b Student identifies personality types in self & others.	<ul style="list-style-type: none"> <li>• Personality and Style Inventories</li> <li>• Video Clips on Styles</li> <li>• Role Playing</li> </ul>
	6.3 Student understands and utilizes strategies for problem solving and conflict resolution	6.3.a Student identifies problems. 6.3.b Student identifies possible solutions. 6.3.c Student selects a solution.	<ul style="list-style-type: none"> <li>• Role Playing</li> <li>• Situational Activities</li> </ul>
	6.4 Student understands decision-making processes.	6.4.a Student identifies decision-making styles (autocratic, democratic, consensual, laissez-faire). 6.4.b Student recognizes appropriate decision-making styles for given situation. 6.4.c Student recognizes the impact of individual decisions on a group.	<ul style="list-style-type: none"> <li>• Role Playing</li> <li>• Situational Activities</li> <li>• Decision-making Simulations</li> <li>• Historical Case Studies in Decision- Making</li> </ul>

<b>7. Self-Awareness</b>	7.1 Student respects self and others	7.1.a Student makes healthy lifestyle choices 7.1.b Student is able to recognize and appreciate the talents and potential of self and others 7.1.c Student recognizes and respects others' beliefs and ideas	<ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Role Play</li> <li>• Delegating</li> <li>• Self and Peer Evaluation</li> </ul>
	7.2 Student is aware of his/her strengths/weaknesses and utilizes this knowledge to reach his/her potential.	7.2.a Student is able to analyze the consequences of his/her actions and beliefs and respond accordingly 7.2.b Student is aware of social circumstances and responds appropriately	<ul style="list-style-type: none"> <li>• Personality Inventories</li> <li>• Council Project Planning and Delivery</li> <li>• Code of Ethics</li> </ul>
	7.3 Student is aware of the influence he/she has on society.	7.3.a Student will understand the importance and the influence of his/her appearance on others. 7.3.b Student will recognize the impact of his/her actions and demeanor while interacting with others	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Presentations</li> <li>• School Board Meetings</li> <li>• Meetings with Principals</li> <li>• City Council Meetings</li> </ul>

<p><b>8. Cultural Diversity</b></p>	<p>8.1 Student is knowledgeable and respectful of diverse groups, i.e. race, color, religion, national origin, age, gender, family status, sexual orientation, gender identity, disability and veteran status.</p>	<p>8.1.a Student identifies contributions of diverse group.  8.1.b Student plans and participates in inclusive activities.  8.1.c Student refrains from offensive comments or actions.  8.1.d Student is knowledgeable about the current social and political situation of different groups.</p>	<ul style="list-style-type: none"> <li>• United States Constitution – 5th &amp; 14th Amendment</li> <li>• Civil Rights Act of 1964</li> <li>• Age Discrimination in Employment Act of 1967</li> <li>• Vocational Rehabilitation and Other Rehabilitation Services of 1973</li> <li>• Vietnam Era Veterans Readjustment</li> <li>• Assistance Act of 1974</li> <li>• American Disabilities Act of 1990</li> <li>• Anti-bullying Programs</li> <li>• United States and Colorado Law</li> <li>• Guest Speakers</li> </ul>
<p><b>9. Conflict Resolution</b></p>	<p>9.1 Student understands and utilizes strategies for resolving conflicts.</p>	<p>9.1.a Student understands and identifies styles of conflict resolution, including own style.  9.1.b Student selects an appropriate solution for the given situation.  9.1.c Student utilizes consensus building strategies.  9.1.d Student recognizes internal and external conflict.  9.1.e Student will understand the importance of coming to a solution using many ideas  9.1.f Student will openly discuss problems and concerns that the group and individual are facing.  9.1.g Student will understand that all issues of conflict resolution are confidential.</p>	<ul style="list-style-type: none"> <li>• Peer Mediation Program</li> <li>• Brainstorming</li> <li>• Flow-charts</li> <li>• Role Playing</li> </ul>

<b>10. Business Skills</b>	10.1 Student uses effective marketing skills.	10.1.a Student incorporates merchandising techniques, pricing strategies, and product display. 10.1.b Student utilizes various advertising techniques. 10.1.c Student identifies the target population. 10.1.d Student understands copyright laws and uses of copyrighted materials	<ul style="list-style-type: none"> <li>● Develop Market Strategy for: <ul style="list-style-type: none"> <li>○ Student Store</li> <li>○ Fund Raisers</li> <li>○ Ticket Sales and Events</li> <li>○ Poster Making</li> <li>○ Power Point Presentations</li> <li>○ Oral &amp; Writing Communications</li> </ul> </li> </ul>
	10.2 Student understands the financial aspects of student organizations.	10.2.a Student understands the elements of budgeting 10.2.b Student understands appropriate accounting practices. 10.2.c Student understands the procedure for purchase and expenditure with student funds. 10.2.d Student understands school, district, state and federal laws affecting student organizations.	<ul style="list-style-type: none"> <li>● Business Projects</li> <li>● Develop Sample Budget</li> <li>● Budget Analysis</li> <li>● Case Study Analysis</li> <li>● Comparative Shopping</li> </ul>
	10.3 Student incorporates effective customer service techniques.	10.3.a Student understands chain of command and resolves problems within the scope of their authority. 10.3.b Student recognizes and applies customer service strategies of handling mistakes. 10.3.c Student employs positive communication skills in customer service.	<ul style="list-style-type: none"> <li>● Student Store</li> <li>● Fund Raisers</li> <li>● Role Playing</li> <li>● Observation &amp; Analysis</li> </ul>
	10.4 Student understands aspects of financial obligations.	10.4.a Student applies rules of contract and bidding. 10.4b Student understands rules and regulations affecting student organizations.	<ul style="list-style-type: none"> <li>● Sample Contracts and Bids</li> <li>● Role-play Ethical Bidding Processes</li> <li>● Apply Bidding Process to School Events/Fund Raisers</li> </ul>