Leadership education in K-12 curriculum

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Leadership Education in K-12 Curriculum

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May, 1999
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April 1999
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“Great gifts unused, even unsuspected, are hardly a rarity. No doubt there have always been a great many men and women of extraordinary talent who have died with all their music inside of them. But it is my belief that with some imagination and social inventiveness we could tap those hidden reserves—not just for government, not just for business, but for all the diverse leadership needs of a dynamic society.”

-- John W. Gardner

**Introduction**

The Jepson School of Leadership Studies at the University of Richmond initiated a program entitled the *Art of Teaching Leadership* in the summer of 1998. This project was a continuation of several years of work attempting to integrate leadership into elementary, middle and high school curriculum. This project adds new insight into the realm of K-12 (kindergarten through twelfth grade) leadership curriculum. About thirty K-12 teachers came together from various schools throughout the Richmond community as well as from Cape Town, South Africa and Namibia to attend the one-week pilot program. The teachers learned about leadership studies and were given assignments to integrate leadership concepts and competencies into their curriculum.

The thought process behind setting up this project was to combine two fields of expertise. The Jepson School faculty and others in the leadership education field instructed teachers about leadership studies. Then, the teachers used their grade-specific curriculum knowledge to integrate these concepts into the classroom. The pilot program received positive ratings from the participants. The *Art of Teaching Leadership* program is being offered twice during the summer of 1999, once in Richmond and once in Cape Town, South Africa. Now the challenge is to look at the results and effects from this program and the integration of leadership studies into K-12 curriculum.

The initiators of the *Art of Teaching Leadership* need a means to assess and evaluate the impact of this program from the perspectives of the teachers and students.
Therefore, the focus of this research was to design a creative and effective method of assessing the *Art of Teaching Leadership* program, from a child development perspective as well as from the experiences of the pilot program’s alumni. Thus, the driving questions of this project were:

♦ How can we assess whether the K-12 curriculum based on the *Art of Teaching Leadership* program is making a difference in the classroom learning experience, for both teachers and students?

♦ Is the *Art of Teaching Leadership* program and curriculum appropriate for the developmental levels of K-12 students?

When putting this project into the larger perspective of leadership education, it also provides insight into the question, why should we teach leadership? Why should we focus on leadership education at the K-12 level? There have been many answers to this question of why we should teach leadership. All of them are diverse and insightful. This project has hopefully added a new dimension to this question as well furthered our understanding of leadership education in grades K-12 and made a case for why it is necessary.
**Literature Review**

As the Jepson School of Leadership Studies has entered the realm of K-12 leadership education, the basic assumption has been held that the competencies and curriculum used have been relevant to child and adolescent development. However, there have been no formal or explicit connections made between child development and K-12 leadership education. In order to address the two overarching questions of this project, a review of several major theories about child development was necessary. This literature review specifically examines the theories of Erikson, Selman and Kohlberg since these concepts of child development are taught most frequently in teacher education programs.

This literature review focuses on general child development, including social, cognitive, and moral development. It is true that not all children develop in the same way or at the same rate. However, research on child development provides us with at least general categories, age groupings and expectations to make it easier for us to understand the processes and challenges of “growing up.”

Why is gaining an understanding of child development important to the design and implementation of K-12 leadership education? Not only does it give leadership education credibility and purpose, but it also sheds light on the question why should we teach leadership at the K-12 level and not wait until adulthood. Skeptics of leadership education often ask this question. A brief look at possible answers to this question will help put the need for the connection between child development and leadership education into perspective.
First, it has been proven that children have the ability and capacity to learn new information faster than adults do. This is evident in learning new languages. It could take an adult at least 2-3 times longer to learn a language than it would a child.

Second, leadership competencies such as critical thinking, conflict resolution, decision making, group work and many others are “behaviors” that can be learned and improved. That is, all students at various levels can improve themselves in this area when they study these concepts in the classroom and then apply them to real experiences and simulation activities. The teachers and researchers from Civicquest, A Joint Project of the Center for Political Leadership and Participation at the University of Maryland at College Park and John F. Kennedy High School in Silver Spring Maryland assert, “Our collective experience tells us that leadership education works. It empowers students to be active learners and citizens in school and society” (Learning Leadership 2). Based on these two points it makes sense to “teach leadership” to children. Children develop not only their cognitive abilities as they grow, but their ability to reason, think critically, empathize with others, make moral and ethical decisions, and so on. All of these aspects need to be addressed in K-12 curriculum if our children are to grow and mature into active and productive members of society.

The first concept to understand in child development is that all areas of a child’s life are developing simultaneously. The Consultative Group on Early Childhood Care and Development explains this point.

Development has several inter-related dimensions. These include physical, cognitive, social, spiritual and emotional development, each of which influences the other and all of which are developing simultaneously. Progress in one area affects progress in others. Likewise when something goes wrong in any one of those areas it impacts the other areas (Child Development Theory).
This means, for example, we can not separate a child’s cognitive development from his or her moral development. While these areas can be taken apart and studied separately, one can not take apart a child’s brain and try to develop one area at a time. It is important to keep this in mind when reviewing child development literature of any kind.

Erik Erikson expanded Sigmund Freud’s basic psychosexual framework by emphasizing the psychosocial outcomes of development (Berk 16). Erikson pointed out that social experiences do not only lead to embattled egos, but that “at each stage, [the ego] acquires attitudes and skills that make the individual an active, contributing member of society” (Berk 16). Erikson developed eight psychosocial stages from birth to old age (Berk 17).

<table>
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<th>Psychosocial Stage</th>
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The three most relevant stages for K-12 education are initiative vs. guilt, industry vs. inferiority and identity vs. identity diffusion. The first stage to be discussed is initiative vs. guilt. “Through make-believe play, children experiment with the kind of person they can become. Initiative – a sense of ambition and responsibility – develops when parents
support their child’s new sense of purpose and direction. The danger is that parents will demand too much self control, which leads to over control, or too much guilt” (Berk 17). This stage has a heavy emphasis on the parents’ role in their child’s life, but five and six year olds also have the influence of their teachers and peers in kindergarten and first grade. Teachers also can impose too many restrictions on students, thus not allowing them to experiment, within reason, to determine the type of person the child wishes to become.

Erikson described the second relevant stage, industry vs. inferiority in saying, “At school, children develop the capacity to work and cooperate with others. Inferiority develops when negative experiences at home, at school, or with peers leads to feelings of incompetence and inferiority” (Berk 17). At this stage, it is important to give students opportunities to experiment with working together in socially acceptable and cooperative ways.

In Erikson’s third relevant stage, identity vs. identity infusion, “The adolescent tries to answer the questions, Who am I and What is my place in society? Self-chosen values and vocational goals lead to a lasting personal identity. The negative outcome is confusion about future adult roles” (Berk 17). At this point, students are focusing on themselves as unique individuals. They need a safe yet challenging environment so they can ask different questions of themselves.

Perspective taking plays a large role in the process of leadership. Leaders and followers alike need to be able to look at problems and tasks from others’ points of view so as to complete or resolve them in creative and collaborative ways. Robert Selman developed five stages of perspective taking (Berk 445).
<table>
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<td>Level 4: Societal Perspective taking</td>
<td>14-adult</td>
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The last four levels of Selman’s theory are explained here in more detail because these four stages are most relevant to child development in K-12 classrooms. Level one is referred to as social-informational perspective taking. “Children understand that different perspectives may result because people have access to different information” (Berk 445).

Selman’s second relevant level is self-reflective perspective taking, which develops fully in 7-12 year olds. At this stage, “Children can ‘step into another person’s shoes’ and view their own thoughts, feelings, and behavior from the other person’s perspective. They also recognize that others can do the same” (Berk 445). It is notable that this level of perspective taking correlates with Erikson’s industry vs. inferiority stage where children begin to work and cooperate with others.

Allen and Marotz echo Selman’s theory in their book *Developmental Profiles: Birth to Six* and believe that self-reflective perspective taking can occur even earlier. They write, “Changes are also taking place in the way primary-age children think. They begin
to realize that the values and viewpoints of others are often different from their own. In other words, children begin to place themselves in ‘another person’s shoes’” (105).

Selman’s third relevant stage is third-party perspective taking, which is developed in 10-15 year olds. At this stage, “Children can step outside a two-person situation and imagine how the self and other are viewed from the point of view of a third, impartial party” (Berk 445). The fourth and final relevant stage of his theory is societal perspective taking which develops from age fourteen through adulthood (Berk 445). “Individuals understand that third-party perspective-taking can be influenced by one or more systems of larger societal values” (Berk 445). Here individuals are able to comprehend that not only do others have different opinions and perspectives, but that these differences stem from numerous variables that permeate our society.

Self-esteem plays a large role in how one learns, interacts with others and sees her or himself in the future. Around the age of seven, children first develop a global self-evaluation (Bee 288). “Seven- and eight-year-olds readily answer questions about how they like themselves as people, how happy they are, or how well they like the way they are leading their lives” (Bee 288). This global evaluation is what is commonly referred to as self-esteem.

Related to this concept of self-esteem, is the idea that “Children are active participants in their own development and learning. Learning and related development involve the child’s construction of knowledge, not an adult’s imposition of information. The skills which are the basis for constructing knowledge improve with practice” (Child Development Theory). This idea places an emphasis on experiential and active
education, giving the students a chance to experiment with their notions of other people and the world around them.

Another relevant yet often controversial area of child development is moral development. "America’s public schools should be giving students more moral education, according to a report by a national organization that focuses on curriculum development and teaching procedures" ([Moral Education](#)). Even though statements such as these are seen in education literature, more often than not, the term "moral education" raises questions and objections because of its seemingly values-focused approach to education. However, moral education does not teach certain morals, rather it looks to help develop the whole child as a person who can understand and make good choices about moral and ethical questions. To understand the role of moral education in a child’s moral development, it is helpful to refer back to the previous point, that children are active participants in their own development. Children do not need or want their teachers telling them what is moral, immoral, right or wrong (even though at times this is necessary). Rather, moral education should allow students to interact with one another and reflect on what morality means to them so that they may come to their own understanding of it and of themselves.

Among the recommendation in this report is “The inclusion of critical thinking and decision making skills in moral education” ([Moral Education](#)). Jean Piaget, a psychologist who focused on the moral lives of children, agrees with this notion. He concluded from his work that “schools should emphasize cooperative decision-making and problem solving, nurturing moral development…” (“Moral Development and Moral Education: An Overview”).
A 1973 survey of members of Phi Delta Kappa (education honor society) on goals of education showed this ranking of the goals of public schools:

1. Develop skills in reading, writing, speaking, and listening
2. Develop pride in work and feeling of self-worth
3. Develop good character and self-respect (Huitt).

In defining good character, educators recognized these areas:

- moral responsibility
- capacity for discipline
- a moral and ethical sense of the values, goals, and processes of a free society
- standards of personal character and ideas (Huitt).

It is obvious that educators see a need to include the moral development of children in the school setting. They see it as a piece of the puzzle that makes up a good education that prepares the students for lives as active citizens in their community.

Lawrence Kohlberg elaborated on Jean Piaget’s and others’ work with his own research in the area of moral development. From the outcomes of his research he identified six stages of moral reasoning which he grouped into three major levels (“Moral Development and Moral Education: An Overview”).

First, at the Pre-Conventional level, “a person’s moral judgements are characterized by a concrete, individual perspective” (Moral Development and Moral Education: An Overview). This level is usually seen in elementary school students. Since this stage is characterized by a moral “ego-centrism” and an inability to see other’s perspectives, then the goal of moral education should be not only to help students define their ideas, but to challenge them to see other’s points of view and to understand the value of doing this.

Kohlberg’s second level is called the Conventional level and it is categorized by a general understanding of the necessity of different roles and norms in a society. Also
evident in this stage is a formation of one’s identity and a foundation for one’s moral decisions based on the laws and rules of society. It is necessary that students comprehend fairness, especially with regards to society’s laws.

The Post-Conventional level is Kohlberg’s third and final level of moral development. The focus of this level is regard for human life and welfare. Society’s laws again are evaluated in terms of fairness, but with an emphasis on the law’s morality and concern for human life. Even though moral development stages have been set aside from the rest of child development, it is crucial to keep in mind that children develop holistically. This breakdown of specific child development theories has served as a review and background with which to answer this project’s driving questions.
**Methodology**

This project was conducted using the participatory action research methodology. According to Argyris and Schon, "Participatory action research is a form of action research that involves practitioners as both subjects and coresearchers... Hence it aims at creating an environment in which participants give and get valid information, make free and informed choices (including the choice to participate), and generate internal commitment to the results of their inquiry" (86). Whyte, Greenwood and Lazes write, "In participatory action research (PAR), some of the people in the organization or community under study participate actively with the professional researcher throughout the research process from the initial design to the final presentation of results and discussion of their action implications" (20). It is necessary in participatory action research that the "subjects" play a key role in the research process as well.

It is essential to look at how this project fits into the steps of action research. My research focused on two components of a larger project involving the Jepson School and K-12 teachers and students in Richmond, Virginia. The five steps of action research are formulating the approach to the problem, designing/planning, acquiring data, analysis, and reflection/interpretation (Karlsen 150).

The first step, formulating the approach to the problem, was conducted in 1997 by Dr. Anne Perkins, Associate Dean of the Jepson School of Leadership Studies. Dr. Perkins received numerous phone calls from K-12 teachers and administrators asking for Leadership Studies faculty and students to develop and staff leadership programs. The requests became overwhelming and it was physically impossible for the Jepson community to fulfill all requests. Therefore, Dr. Perkins called a focus group of K-12
teachers and administrators to brainstorm ways to collectively approach this problem. 

After much discussion, Dr. Perkins suggested a program that would teach the K-12 teachers leadership studies concepts and competencies and they, in turn, would integrate them into their own curriculum. This approach was designed to bring together the leadership expertise of the Jepson faculty with the curriculum expertise of the teachers. The teachers were excited about this idea and so planning commenced.

The second step, designing and planning, was completed by two Leadership Studies majors, Carrie Greenlee and Julie Coors. For their senior project, they designed the *Art of Teaching Leadership* curriculum. They consulted with the Jepson faculty, the Associate Dean and the K-12 teachers to be sure that the program covered topics that the teachers felt were necessary and useful in the classroom. Implementation of the first one-week program of the *Art of Teaching Leadership* occurred during the summer of 1998.

The third step is acquiring data. My involvement in this research project began at this third stage. We needed to know if this program and the curriculum designed from those who attended it is making a difference in both the students’ and the teachers’ classroom experiences. As mentioned earlier, the specific question underlying this portion of the research is: How can we assess whether the K-12 curriculum based on the *Art of Teaching Leadership* program is making a difference in the classroom learning experience, for both teachers and students?

In accordance with the principles of PAR, I met with a group of alumni from the 1998 *Art of Teaching Leadership* program along with Dr. Perkins, Dr. Hickman, and Ms. Amy Keown. I received their suggestions as to how we should proceed retrieving information from the K-12 teachers and students. I also asked what they wanted to know from the
research as active participants in the process. Next, I sought recommendations from teachers about how to approach the students in a non-threatening and non-invasive way in order to determine whether the program is making a difference for them. I developed the data collection instruments and acquired the data through the means decided upon jointly. Then I analyzed that data and provided recommendations for the future of the Art of Teaching Leadership as well as K-12 leadership education. I also used document analysis to make connections between child development and the curriculum that was developed by the teachers who attended the pilot program. These connections shed light onto many areas of K-12 leadership education as well on developing effective assessment tools for the future.

The fourth step is for both the Jepson School representatives and the K-12 teachers to take this project and evaluate the data and information to make changes for future Art of Teaching Leadership programs. Both parties will be able to reflect and evaluate the effects they are having on each other and on the lives of the K-12 students. This will help them decide if and how to continue educating K-12 teachers in leadership studies so that they can effectively integrate it into their curriculum.

In looking more closely at the elements of participatory action research, Couto lays out “several clear and distinguishing characteristics of participatory research” (84). The first is that “the problem under study and the decision to study it have origins in the community affected by the problem” (84). This is true of this research and the program that preceded this research effort because it was teachers and administrators from the K-12 community who saw a need to develop leadership education for their students and asked the Jepson School for help. Second, “the goal of the research is political or social
change derived from the information gathered" (84). The teachers who are integrating the leadership education want to develop the leadership concepts and competencies that their students learn to empower them to be actively engaged and create social change on various levels, from schools to the larger community.

Couto’s third point is that “local people control the process of problem definition, information gathering and decisions about action following from the information” (84). In this aspect of this research and the Art of Teaching Leadership, the Jepson school faculty and program creators have more control over information gathered and decisions about the program than the K-12 teachers. However, the teachers are actively involved in contributing to these portions of the research. The K-12 faculty, representing the community, contributed greatly to the outcome of this project. The participants of the first Art of Teaching Leadership Program have helped the researchers create the research methodology to gain information from the K-12 students and to assess the effectiveness of the program and the curriculum.

The relationship between the K-12 faculty and the Jepson School of Leadership Studies is so interesting because each party has one of the two necessary components of the program. That is, the Jepson School has the leadership studies knowledge and resources, whereas the teachers are experts in K-12 curriculum. Both parts are crucial and necessary if leadership studies and competencies are to be integrated into K-12 classrooms.

This approach is compatible with Elder and Levin’s model of PAR (130) (see Appendix V). This model provided an effective means for organizing this research. It separates the two parties (“outsiders” and “insiders”) and then due to their different
expertise, brings them together to share ideas and experiences, and to collaborate on all levels of the project. Each party should then be able to take different yet very valuable information away from this research. The "cogenerative dialogue" began when Dr. Perkins met with a focus group of K-12 teachers in 1997 to brainstorm ways in which to approach the problem identified by the K-12 teachers. They saw a need to develop leadership skills in all of their students. The dialogue continues today as representatives from the Jepson School and the Art of Teaching Leadership alumni meet occasionally to evaluate and discuss successes, problems, and possible improvements.

Through the dialogue taking place during this assessment part of the larger project, we should be able to formulate a "new shared framework" of how to proceed in order to acquire the information we need from the K-12 students. Action steps will be taken and the results will be analyzed so as to produce new data and possibly new theories about K-12 leadership education.

Couto’s fourth and final characteristic is that “Local people and professional researchers are equals in the research process. They are both researchers and learners” (84). At the point of assessment, the K-12 teachers were valued and utilized for their expertise in the grade level for which they teach. Assessing this project was complex and needed to be done with care and great attention to the needs and developmental levels of K-12 students. This is where the Jepson “researchers” had to rely on the teacher’s suggestions as to how to safely and effectively proceed in trying to find out if the leadership curriculum has made a difference in the learning experiences of the K-12 students. Also, the teachers were given a chance to ask questions for which they would like answers regarding researching this project.
There are several elements to participatory action research that makes it unique and valuable as a research methodology. First, the researcher is not a permanent part of the field. When the action research is completed, the researcher withdraws because he/she does not have to live or work with the participants (Karlsen 149). This is evident in this project in that I will no longer have contact with the teachers or students after this semester of research. I represented the Jepson School of Leadership Studies as an informed outsider to help the teachers assess their program and curriculum.

Second, “PAR enables us to study major changes that we helped to generate – changes that would not occur without our involvement” (Whyte, Greenwood, Lazes 41). The Jepson School was the driving force behind the creation of a major change that could serve as a solution to a problem brought to them by the community. The Jepson School faculty and students were given a unique and exciting opportunity to help interested teachers and schools integrate leadership competencies and curriculum into their classrooms. It makes sense that participatory action research is the means through which we studied the effects of this change.

Third, participatory action research must begin with an interest or problem brought to the researchers’ attention from the community members themselves. “A fundamental premise of community-based action research is that it commences with an interest in the problems of a group, a community, or an organization. Its purpose is to assist people in extending their understanding of their situation and thus resolve problems that confront them” (Stringer 9). Without calls and inquiries from the K-12 administrators and teachers, Dr. Perkins and other Jepson School faculty would not have identified this need in the Richmond community.
This is how the initial idea was formed in the minds of Jepson administration and faculty and the result was the first session of the *Art of Teaching Leadership* Program offered in June of 1998. With this history in mind, it follows that we should use participants from this community (K-12 education) to assess and redesign this program if necessary, to make it as efficient and useful as possible. Those specifically involved in this part of the research are the K-12 teachers who attended the *Art of Teaching Leadership* Program in June 1998. Not all the participants in the program are the teachers who approached Jepson earlier for help, but many of them or their principals were initiators of the process. All the teachers are interested representatives of that community.

The fourth element of participatory action research is that it can be used as a learning and empowering tool for the members of the participating community. “PAR as learning empowers in three ways” (Elden and Levin 131). First, participants discover specific insights, new understandings, and new possibilities when they create better explanations about their environment. It was the intention of the program that the K-12 teachers who participate in this research will learn more about teaching leadership and can use this extensive knowledge to help their colleagues. I also hope that the teachers become more aware of the benefits that can come from integrating leadership into their curriculum as well as the improvements they can make in their teaching styles and techniques simply from looking at their approach and curriculum from a new point of view.

The second way that PAR empowers as learning according to Elden and Levin is that participants learn how to learn. Leadership education was a new focus and experience for many of these K-12 teachers and being a part of this research has helped
clarify some of the deeper issues for them. At least being participants in this research has
given them the opportunity to reflect on what they have gained and to try to answer one
of the underlying questions, has this program made a difference, both in their lives and in
the learning experiences of the students.

Third, PAR can be liberating when participants learn how to create new possibilities
for action. Hopefully one outcome of this PAR is that the participants will gain insight
into how to go about integrating leadership into their curriculum in new and innovative
ways. They should also be able to draw on each other with new resources and contacts.
Perhaps the participants will be motivated to find new and interesting topics and
experiences to integrate into their classrooms besides leadership. In other words, this
research should help teachers think outside the box.

As with any research methodology, there are limitations to participatory action
research. First, this kind of research can yield valuable insights and results, however one
can not generalize the findings to other populations. Second, variables and controls can
not be defined. That is, there is no way to isolate these teachers or students to conduct
quantitative “research.” Rather, our research is dependent upon “real life” and actual
classrooms, which dictate limitations.

Third, there are multiple researchers when all participants are included. This can
shed new light on the study, but it can also cause confusion or conflict. In addition,
Margulies and Raia point out in their book Conceptual Foundations of Organizational
Development that it is difficult to have the “client” or research participants get involved
early in the project even though that may be desirable (71). Again, getting others
involved in the action research is the point behind it, but it is essential to the success of the research that the researcher engage the participants as soon as possible.

Also, Margulies and Raia said that there are many forms and degrees to which participants can make meaningful contributions to the research (71). At times the researcher may risk changing the actual environment in which he or she wants to work or perhaps the approach to the research will have to be modified in order to build rapport and trust with the clients or participants (71). These issues can be frustrating and can create added tensions. However, if done properly and with attention to these possible difficulties, participatory action research has many benefits and rewards for the researcher as well as the community. Despite the mentioned limitations, I believe that this method was the most effective and yielded the most valuable results in gaining answers to the driving questions underlying this project.
Presentation of Data

Is the Art of Teaching Leadership program and curriculum appropriate for the developmental levels of K-12 students?

Leadership education in grades K-12 is a new and expanding phenomenon with its supporters and critics. For these and other reasons, it is important to connect the leadership curriculum to the research on child development. This part of the project makes a unique link between child development and K-12 leadership curriculum.

The K-12 teachers who attended the Art of Teaching Leadership used the leadership concepts from the program to develop curriculum for K-12 students. They designed it to be implemented into any classroom. That is, a select group of students were not chosen because they were advanced or perceived as "leaders." Rather, the idea of this curriculum is to enhance leadership potential in all students, thus providing them with the tools and skills to work better with others, envision positive futures for themselves and be productive citizens. The creators of and contributors to Civicquest's research, curriculum, and manual wrote, "We believe that all children, not just student government leaders, have the 'music' of leadership within" (Learning Leadership 1).

Overall, leadership education attempts to integrate all areas of a child's development by incorporating aspects of a child's moral and social development into classroom learning where usually only cognitive development is the focus. The K-12 leadership curriculum integrates ethical dilemmas, conflict resolution skills, critical thinking and many other areas to multiple academic subjects (Hickman 10). With the intention of making the relationship between child development and K-12 leadership curriculum more explicit, this section links the child development research as presented in the literature review with specific examples of leadership curriculum. All of the
curriculum examples come from document analysis of the *Art of Teaching Leadership* program manual and the packet of curriculum designed by the teachers who attended the pilot program.

In Erik Erikson's first stage of psychosocial development, initiative vs. guilt, children experiment with the kind of person they want to become through taking initiative in different areas of their lives. Leadership education tries to facilitate this type of self-examination and to provide an arena where students can take initiative in interacting with others or reflecting about themselves. There are two examples of curriculum designed by elementary school teachers who attended the *Art of Teaching Leadership* program. One teacher designed an activity entitled “If I Could Fly: Creating a Vision” (Bowman and Keown 70). See appendix A for the complete curriculum description. In this exercise, the children listen to the story *Tar Beach* then discuss their dreams and what is beyond their immediate surroundings that could help them attain those dreams. As seen in this stage of Erikson's theory, young children need the opportunity to explore what is available to them so that they can begin creating and designing the person they want to become.

Another elementary school teacher designed an activity called, “Look at Me!” (Bowman and Keown 106) (see Appendix B). The goal of this exercise is to expand self-awareness and knowledge and to build self-confidence. The students look at themselves in a mirror, then with various art supplies they attempt to construct paper plate faces to match their observations of themselves. Once they are all completed, the students share them with each other and the teacher can facilitate a discussion about how all people are the same, different, important, and special. This exercise allows five and six year olds to
experiment with their perceptions of themselves in a creative and structured way so as to give them freedom to do so within reasonable parameters.

Erikson's second stage, industry vs. inferiority, develops when children begin to work and cooperate with others. K-12 leadership education tries to help children learn the importance of effectively working and playing with others, while being more sensitive to others' ideas and needs. For example, one primary school teacher developed an exercise entitled "The Value of Respect: Abe Lincoln" (Bowman and Keown 6) (see Appendix C). This exercise can be used in social studies, reading or art class. The objectives are to learn how to treat others with consideration and courtesy, to see the importance of respecting people who are different and to honor another's opinions, beliefs or needs. Other types of curriculum incorporate group activities where children are interacting with others to complete an exercise. Then the teacher leads a discussion about the issues and concepts behind the activity that encourages the students to think about their role and identity in the group, while understanding the role of others.

Identity vs. identity infusion, Erikson's third stage, is characterized by the adolescent trying to answer the questions 'Who am I?' and 'What is my place in society?' Much of the K-12 leadership education places an emphasis on identity, self-discovery and goal setting. It is often believed in leadership studies that individuals can not make or facilitate changes in their community if they do not understand themselves first.

One specific leadership education lesson that address this stage is called "Long and Short Term Goals." (Bowman and Keown 87) (see Appendix D). For this exercise, (which was designed for high school students but could be geared toward middle school
students as well), students create a personal mission statement. To do so, students are instructed to reflect on their personal values and answer the questions:

1) Who are you?
2) Where are you in your life’s journey?
3) Where do you want to go?

Then the students share their answers and mission statements within small groups. The teacher can facilitate discussion about what it was like to do this exercise and have students volunteer to share their statements with the class. This exercise directly addresses the third psychosocial stage by trying to get the students to answer the questions who am I and what type of person do I want to become? This will help students identify their current and future roles by giving thoughtful attention to it throughout their adolescent years. See appendix E for a table summarizing the connections between Erikson’s stages and the leadership curriculum.

The first of Robert Selman’s stages is Social-informational perspective taking which is when “children understand that different perspectives may result because people have access to different information” (Berk 445). While there were no activities that dealt directly with differences in access to information, there was one curriculum designed for elementary students that could relate to this stage. “Following Directions” has a focus on communication, but the same exercise can be used to tie in the importance of information (Bowman and Keown 12) (see appendix F). Students sit back-to-back with a partner. One student gives directions on how to arrange the colored shapes while the other student does what his or her partner says. After several steps have been given, the students talk about what it was like and look to see if the shapes were placed in the right way. To make the connection to information, the teacher could give specific
directions that one student must read to his or her partner. Then, the students could discuss what it was like to complete the activity with different access to information.

Selman’s second stage, Self-reflective perspective taking, is when children are first able to step into other people’s shoes and view thoughts and feelings from their perspective. One activity designed for elementary school students is “Debating Role Models” (Bowman and Keown 57) (see Appendix G). Here, students not only identify those who are seen as role models in the entertainment and sports arenas, but they also discuss the responsibilities of a role model. This exercise allows students to evaluate other’s roles in their lives, but more importantly for this stage of development, it encourages students to look at themselves as possible role models for younger students, thus looking at themselves from another’s perspective.

Another example of a leadership activity that is integrated into middle school social science classes is called “Feelings for Friends” (Bowman and Keown 19) (see Appendix H). Students are seated according to eye color and a short story is read to only those with blue eyes while the rest of the students are ignored. The students discuss their feelings about what happened and discuss compassion. Then they read “The Diary of Anne Frank.” After discussing it, students break into groups and rewrite the story’s end. Here students become aware of some different ways in which others might view them, even though others’ perceptions may be wrong.

Selman’s third stage, Third-party perspective taking, is seen in 10 – 15 year olds when they can step outside of a two-person situation and see how the self and others are viewed from a third party’s perspective. Many leadership exercises focus on diversity and appreciating others. These activities encourage children to look beyond individuals
in their classroom or even neighborhood to gain an understanding of “outsider’s” roles in
their lives and community. One example of this is a lesson called “Diversity” which is
designed to address the competencies of respect, diversity of people and ideas,
collaboration, and reflection (Bowman and Keown 162) (see Appendix I). In this
exercise, students individually define diversity, share their definitions then discuss
summaries among the definitions. Students also decorate a piece of a large class puzzle
with his or her name and their “style” on it. Then the class must put the puzzle together
in less than five minutes. The teacher then leads a discussion about the diverse images
that are linked together.

Another part of this exercise focuses on valuing other’s perspectives and the
importance of doing so on an individual as well as on a group level. The teacher reads
aloud the book Seven Blind Mice by Ed Young. Students get into groups to discuss
when differences are and are not accepted in society and in general. Then, they are
paired up to ask each other questions about an essay they have prepared. This encourages
the students to seek other’s perspectives before taking action and making decisions.

Societal perspective taking, Selman’s fourth stage, occurs when adolescents or
young adults understand that people’s perspectives come from a system of larger societal
values. One activity designed for high school students in a World History or Global
Studies class is called “People of China” (Bowman and Keown 48) (see Appendix J). In
this exercise, students watch a video about Chinese culture and traditions. Then they
compare the family cultures of the Chinese and Americans, describe family hierarchy and
values, explore the role of women in Chinese culture and formulate a solution to the
Chinese population explosion. In doing this, students come to gain an understanding of
how different cultural and societal values play into creating people's perspectives.

Choosing one society that is different from that of the students' will help to illustrate this point to them. See appendix K for a table summarizing the connection between Selman's stages and K-12 leadership curriculum.

As discussed earlier, self-esteem plays a large role in how one develops as an individual in relation to those around her or him. Leadership curriculum attempts to increase children's self-esteem and to encourage them to say and do things that positively influence others' self-esteem as well. One specific example of a leadership activity for elementary school students that addresses and encourages positive self-esteem is called "Oh! The Places You'll Go!" (Bowman and Keown 65-66) (see Appendix L). The objectives are to realize individual strengths and identify the "places" the students will "go" throughout the year (goal-setting). Positive and self-affirming parts of Dr. Seuss' book are put on posterboard for all students to read. Then they write and design three books, entitled, "Places I will go as a friend," "Places I will go in school" and "Places I will go in life." This lesson encourages students to take a positive outlook on who they are and what they want their futures to look like. Just as the older students wrote mission statements and set long-term goals, these young students are doing the same thing, but on a different level. The important thing to realize in relationship to child development is that young children are capable of looking to the future and they already developing views of themselves. These developments need to be encouraged positively in the classroom, which is what the integration of leadership curriculum can provide.

Another important part of child development is the fact that "children are active participants in their own development and learning" (Child Development Theory). As
can be seen in almost every example of K-12 leadership curriculum, activity and practice are used as the means for the children to achieve a better understanding of themselves, others, and leadership skills and competencies. Experiential education is a large part of leadership education because the knowledge that comes with leadership education needs to be applied to real-life situations in order for them to gain a deeper meaning. Students will realize that they are not memorizing facts, but preparing themselves to live their lives in positive and productive ways in the near and distant future.

Lawrence Kohlberg developed three levels of moral development. For Kohlberg, the goal of moral education is to encourage individuals to develop to the next stage of moral reasoning. Therefore, when the levels of moral development are related to K-12 leadership curriculum, the focus is on challenging the students to move on to the next level.

Kohlberg’s first level, the Pre-conventional level, is illustrated by children holding a concrete and individualistic view of themselves. One leadership activity created by an alumna of the Art of Teaching Leadership Program is called “Jigsaw Joy” (Bowman and Keown 104) (see Appendix M). This part of the leadership curriculum is designed for the elementary level. The activity is designed to start off the school year by giving students pieces of a puzzle on the first day of school and have them each decorate a piece with words and pictures that represent their interests, talents, and so on. Then they must fit the pieces together to finish the puzzle. The teacher then leads a discussion around the competencies of self-awareness, diversity and teamwork. This activity is one example of how teachers can encourage their students to move on to the next moral development level by challenging them to see the contributions and identities of other students.
The conventional level, Kohlberg’s second level of moral development, is characterized by an understanding of different roles and norms in a society. It is necessary that students comprehend fairness, especially with regard to laws. One activity that illustrates how teachers can address this stage of moral development is called “The Trial of Socrates: Being Fair and True to the Law” (Bowman and Keown 27) (see Appendix N). This exercise is designed for high school students and fits most appropriately into history or government classes. The students each find a newspaper article discussing a court case that deals with the issue of fairness. After discussing and debating relevant issues with classmates, the students will then relate their case to the trial of Socrates, always keeping in mind the idea of fairness and the role of laws and norms in society. This lesson challenges students to look at the morality and fairness of society’s laws and norms.

Kohlberg’s third level, post-conventional, focuses on regard for human life and welfare. The most common tool for addressing these issues in the classroom was to present a “moral dilemma” for the students to discuss the course of action the agent in the dilemma should take and why (“Moral Development and Moral Education: An Overview”). Kohlberg appreciated the importance of this type of activity, but “he held from very early on that moral education required more than individual reflection, but also needed to include experiences for students to operate as moral agents within a community” (“Moral Development and Moral Education: An Overview”).

One example of such an approach is having the class go out into the community to do service and then integrate their experiences into the material being covered in class. This is often referred to as service learning, especially within the realm of leadership
education. An alumna of the *Art of Teaching Leadership* program designed a specific activity requiring her elementary school students to visit and write to older adults who live in a local retirement home. She called it “Adopt a Retirement Home” (Bowman and Keown 133) (see Appendix O). This type of activity could be adapted to any grade level and it allows the students to gain hands-on experience and then analyze the issues and motivations behind their actions in the classroom. Refer to appendix P for a table summarizing the connection between Kohlberg’s levels of moral development and K-12 leadership curriculum. Also, a table summarizing the connections between the child development theories and leadership education can be found in appendix Q.

**How can we assess whether the K-12 curriculum designed from the *Art of Teaching Leadership* program is making a difference in the classroom learning experience, for both teachers and students?**

To completely look at this question, the data will be presented in two parts. First is the information regarding whether the pilot program of the *Art of Teaching Leadership* made a difference to the teachers. The second part is the information regarding the possible difference this program has made for the students.

Several of the teachers from the pilot program attended a meeting at the Jepson School on February 11, 1999 to discuss possible assessment on part of the students and to talk with Dr. Anne Perkins and Amy Keown about future plans for the program. During part of the meeting, they completed a short survey (see Appendix R). The survey was sent via mail and e-mail to the other teachers from the pilot program who did not attend this meeting. The information from the eleven returned surveys is summarized in this section. For a compilation of the exact answers to the survey questions, see Appendix S.
The responses to questions 1 and 5 are presented first since these deal with the difference the program has made with the teachers. It is important to realize that it is relatively easy to assess the teacher’s perspective of the program as well as its effects on them and their teaching styles for two reasons. First, they are adults and therefore can analyze and rationalize the world around them (unlike many of their younger students). Second, the teachers know they were “exposed” to leadership education, whereas the leadership curriculum for the students was integrated into their regular classes, usually without even using the word ‘leadership.’ With this in mind, here is a summary of the survey data that was collected. Based on the teachers’ responses, subheadings were created to quantify and summarize the data.

**Question 1**

*Has the Art of Teaching Leadership program changed your teaching experience? If so, how?*

| The program has affected them or their teaching | 11 |
| Look for leadership traits/qualities in students more than they had previously | 4 |
| Gave them language to use | 2 |
| Validated what they were already doing | 2 |
| More aware of leadership in self | 1 |
| Has seen effects on students | 1 |
| No explanation | 1 |

**Question 5**

*What do you want to know from this research?*

| How other teachers are using it | 5 |
| What this project finds | 4 |
| How students can apply the skills learned | 1 |
| How to sustain their efforts | 1 |
Questions 2 and 3 ask the teachers to think about assessing the program from the students' point of view. This is the heart of the *Art of Teaching Leadership* program.

The leadership component is being integrated into K-12 curriculum so that the students can grow and develop completely and positively as active participants in their community and in the world. Also, the students will have the opportunity to come to understand themselves better as leaders and followers and hopefully be able to effectively assume those roles throughout their lives.

**Question 2**

*Do you think the curriculum you designed based on the Art of Teaching Leadership program has made a difference in your students' learning experience? If so, how?*

Teachers gave four basic responses to this question.

**Response 1:** Yes, for various reasons *
- elementary responses - 0
- middle school responses - 2
- secondary responses - 3

*Reasons included: it made mundane classes interesting and stimulated critical thinking, the students are able to help create curriculum as well, students are becoming more mindful of others, the students intentionally analyze their skills as compared to the skills of an effective leader, it made the material more meaningful.*

**Response 2:** The students have been empowered
- elementary responses - 1
- middle school responses - 1
- secondary responses - 0

**Response 3:** No, because the teacher did not have time this year to implement enough leadership education into the curriculum
- elementary responses - 1
- middle school responses - 1
- secondary responses - 0

**Response 4:** No, but feel that other groups of students will benefit in the future
- elementary responses - 0
- middle school responses - 0
- secondary responses - 1
Question 3

What is the best way for us to find out if this program’s curriculum has affected the students? Please be specific to your grade level.

Elementary responses:
- Survey teachers – 1
- Videotape or visit classroom – 2
- Talk to the students – 1
- Storying/journaling – 1
- See how students respond to the opportunity to be a leader – 1

Middle School Responses:
- Unsure – 2
- Interview students – 1
- Interview parents – 1
- Journal entries about leadership themes and themselves in these roles – 1

Secondary Responses:
- Questionnaire or survey – 3
- Visit classrooms – 1
- Interview students – 1

Finally, question 4 was an open-ended question that was provided to allow the teachers to write any thoughts about the impact of the pilot program in general. Except for one respondent who did not answer this question and another respondent who referred to another question, the other nine answered yes, that it had made a difference. Some of their reasons are as follows.

Question 4 – Reasons for answering yes
- Organizing metaphor for addressing concept of leadership
- Readings and coursework were a great resource; encouraged him/her to expand and grow
- Expanded own thinking and skills as a leader
- Feels like it has but needs more time to implement more curriculum
- Gave the recognition to go beyond the descriptive to the applied in leadership studies
- Now develops activities for students to interact more
- Focused the course on goals of attaining skills in numerous areas
- Brought leadership to the forefront, making teachers aware of its value
- Seeds are planted, now they need time to develop more
In addition to the surveys, I tried to explore possible ways of having the students assess the curriculum, even though they didn’t know leadership curriculum was integrated into their classrooms. I intended to interview one teacher from each of the three levels. However, due to miscommunication and the lack of availability in schedules, I was not able to talk at length to a high school teacher. I did interview one elementary school teacher and one middle school teacher. I also received essays and surveys completed by the middle school students.

I interviewed an elementary school music teacher who has integrated leadership competencies into her music classrooms with kindergartners through fifth graders. For example, she spent a lot of time in the beginning of the year stressing how important it is to respect others and to be sensitive to their feelings. She encourages them to show this sensitivity and compassion when they have to choose partners for an activity and someone with whom they would rather not work asks them to be their partner.

This teacher also spent time integrating the importance of honesty into her lessons. When the students are working with the recorders and someone pushes their button at the wrong time, it makes a loud noise and disrupts the entire class. The student will get a warning the first time and the recorder will be taken away the second time. Several times different students have played their recorders at the wrong time but she could not tell which student it was. Many of these students raised their hands to tell her that they needed a warning. She always verbally praises them for being honest and then gives them their warning.

Another example of something this teacher has instituted for the older students is a daily self-assessment. They rate themselves on a scale she provides for them, based on
how well *they think* they tried and worked in class each day. She said the students take this very seriously and it gives them the opportunity to reflect on their work, intentions and actions. Her suggestions for assessing the difference that the leadership curriculum includes observation of her classes and having the students answer questions about what they would do in certain situations. These questions should be asked in September and again in May.

The middle school teacher whom I interviewed told her students that she was integrating leadership skills and competencies into their work. She said they talked about it as a class and she has gotten very positive responses about the exercises. These students wrote essays about a book called *Where the Lilies Bloom* where the main character, Mary Call, had to take on the role of a leader in her home when she was only fourteen years old. The exact assignment as written by the teacher is as follows:

*How is Mary Call a true “leader?”* We have discussed leadership and the importance of having certain values in order to be a good leader. Think of the [school’s name] values as a good foundation for leadership: *Love of learning, Honor, Excellence, Responsibility, Respect,* and *Compassion.* Select three of these values to use in a discussion about Mary Call as a leader. You will develop three separate paragraphs, each with an appropriate topic sentence referring to a value. Each paragraph should contain specific examples from the novel to support your belief that Mary Call used/showed a particular value in leading the family.

As a closing for your essay, I would like you to choose one of the values which you feel is most important in being a good leader. Support your belief using examples from *Lilies* and your own *personal experience* either as a leader or follower. I’m certain you will each have plenty to say on this topic, and I am truly looking forward to reading all your great ideas!

Most students chose respect or responsibility as the most important value they thought a leader should have. A few others also answered excellence and compassion. These essays were well written and gave insight into how these eight-graders perceive others and themselves as leaders. These essays were helpful, but alone they generated
little substantial information about the difference this program is making. However, looking at these has helped to formulate an assessment tool for the next school year.

I also received several "Like Me" questionnaires, which were given to the teachers at the pilot program to be administered to their students once at the beginning of the year and again at the end of the year. After talking to several of the teachers, it seemed as though few of them gave the surveys to their students. The completed ones I received from the middle school students were not very helpful for this project because the students did not complete them again at the end of the year by the time this project was completed so there is nothing with which to compare them. See appendix T for the primary level version of the "Like Me" questionnaire and appendix U for the secondary level version.
**Analysis of Data**

Is the *Art of Teaching Leadership* program and curriculum appropriate for the developmental levels of K-12 students?

From the data presented in this project, it is clear that K-12 leadership curriculum *does* correspond to many of the noted developmental stages of children. Therefore, it is useful and effective to start integrating such concepts into the younger students' classrooms because they have the capacity and need to interact on such levels. In addition, it has been stated that children develop more fully if all areas of themselves are explored and challenged, not just their cognitive abilities. Leadership curriculum that is infused throughout class material gives new depth and life to the material and often makes the classes more interactive and interesting for the students.

In the compilation of K-12 leadership curriculum that was designed by the teachers who attended the pilot program of the *Art of Teaching Leadership*, there was at least one, and usually more than one, activity or lesson that could be found to correlate with each stage of a child’s development. This shows that the leadership curriculum which has already been designed is appropriate for the developmental levels of children.

The most difficult theory to connect to leadership education was perspective taking. It was challenging to fit leadership competencies and lessons with the stages of development. It seems that perspective taking should be a competency since it is necessary throughout the leadership process. It is essential that every person, whether in the role as a leader, follower or observer, can see situations and problems from other’s points of view. This helps people to deal more effectively and positively with diversity, conflict resolution, critical thinking, and teamwork. There are curricula and activities that have the added benefit of challenging students at the appropriate age to take the
perspective of others of to look at the causes of other perspectives, but there were not many, if any, activities designed to focus specifically on perspective taking.

This project has shown that it is useful, helpful and worthwhile to continue this type of research for two reasons. First, it has taken the first steps to connect child development and K-12 leadership curriculum. Second, the information gathered helps leadership scholars and curriculum experts to understand how to make leadership activities and curriculum meaningful for all students in the classroom. As the K-12 leadership education phenomenon grows and becomes more prevalent in classrooms, research such as this will be essential so that appropriate curriculum can be designed and implemented.

How can we assess whether the K-12 curriculum designed from the *Art of Teaching Leadership* program is making a difference in the classroom learning experience, for both teachers and students?

The difficulty with trying to construct a useful and effective way to assess this program and its effects is that its concepts and ideas are abstract. The information and results are difficult to quantify. People can see and feel results in themselves and others, but putting this into words becomes the difficult part. Everyone’s experiences, thoughts and feelings are different, therefore the challenge is to find common language and ideas to bring all of these together. Due to this and the fact that only eleven surveys were returned, it was difficult to get much substance from the surveys that the teachers returned. The open-ended questions allowed for thoughts and anecdotes, but short answers were given for most of the questions.
In looking at the information that was received, it is significant that an overwhelming majority of the teachers had positive experiences in the classroom with the leadership curriculum and felt that the pilot program positively impacted their teaching experiences. This sends definite messages that the program is making a difference and heading in the right direction. However, substantial data need to be collected if the program and its effects are to be fully assessed. Suggestions for future assessment are made in the recommendations section.

**Researcher’s Reflections**

As with any research project, there were aspects of the project that went well and others that went surprisingly wrong. First, it took a while to narrow down the focus of this project so as to arrive at the two underlying questions. By the time I was able to contact teachers for the assessment part of the project, there was little time left to actually design a trial assessment tool and go into the classrooms to administer it.

Having the teachers as active participants in the research process was helpful and added valuable insight that otherwise could not have been attained. However, this added to the logistics problem of sending surveys, waiting for phone calls to be returned and working around very different K-12 and college schedules to plan meetings. However, many of the teachers were very excited to help and were eager to know the results. I got the feeling that they felt special because they were the first to experience this program and they had a real stake in its outcomes. Their enthusiasm added to my excitement about the research even when I was bogged down in logistics.

At times, the research into the child development aspect of the project was overwhelming because there was so much information available. However, once the
theories and stages began to fall into place and I made real connections between child
development and K-12 leadership curriculum, I became energized and eager to do more.
I hope others continue this research and expand on it because there are numerous avenues
left untouched. I firmly believe that this information will open K-12 classroom doors to
leadership education.

One implication of this project is that more effective assessment tools may be
designed to better evaluate this program’s effects in the classroom. Also, child
development data has been recorded and connected with leadership curriculum and
competencies so that the leadership curriculum can be developed to make an even greater
difference in students’ lives. I hope this research will open others’ eyes to the needs of
children for leadership education, show the positive effects it can have on their lives, and
motivate them to develop new curriculum based on more research.
Conclusions and Recommendations

Is the Art of Teaching Leadership program and curriculum appropriate for the developmental levels of K-12 students?

As indicated by this research project, the K-12 leadership curriculum developed thus far coincides with child development theory and research. The curriculum is appropriate for the educational levels for which it was developed. However, there are always areas where improvements can be made and additions included, especially in an area that is so new. Based on the findings and analysis of this project I recommend the following for future developments is K-12 leadership education and the Art of Teaching Leadership program.

First, continue researching child development. Not only will this help to improve the quality of the K-12 leadership curriculum as it is developed, but it will also be a way to open K-12 administrative and classroom doors. In addition, I would recommend focusing some attention on service learning and how it relates to child development. Service learning is becoming more prevalent in the education of all levels, but there are still many people who believe that it does not belong in classrooms. Besides the tangible benefits that come from doing the community service, the research presented in this project suggested a definite correlation between service learning and child development.

Second, place more focus on perspective taking when developing K-12 leadership curriculum. Perhaps perspective taking could be developed as a leadership competency. At the very least, more lesson plans and activities should be focused on helping students develop their perspective taking skills at the appropriate levels. Maybe this was somewhat overlooked in college level leadership education because it was assumed that all students had the ability to look at situations from other’s perspectives. However, this
is a fundamental development in children and adolescents that has a direct effect on leadership skills and competencies. This can not be ignored in K-12 leadership education.

One example as to how to incorporate perspective taking into the curriculum is to adapt the lesson called "Following Directions" (Bowman and Keown 12) (see Appendix F). Instead of allowing the students to make up their own directions, the teacher should give one student from each pair a set of specific directions to follow. The student can communicate the directions any way she or he feels is most useful. Then the students should discuss not only communication patterns and problems, but an emphasis should be placed on the information available to both of them. This is because at the elementary stage, children first notice that other people have different perspectives when they have access to different information. This exercise can be used in a number of ways so that students receive different types of information, yet they are all instructed to do the same thing. Then when they look at each other's finished products, they will have an illustration of everyone's different perspectives, dependent upon the information they each received. This needs to be followed by a discussion facilitated by the teacher so that the students can connect the exercise to the abstract concepts.

It is these types of specific and focused activities that prepare students for more difficult lessons as they develop and mature. While on the surface someone could look at this exercise and not see the "leadership connection," a closer look at child development and leadership competencies will clarify this. As mentioned earlier, many aspects of leadership skills and competencies need effective perspective taking. These include conflict resolution, teamwork, decision-making, problem solving, as well as many others.
My final recommendation in this section is that leadership terms should not be forced into the curriculum for younger students. Rather, the curriculum should be sensitive to the developmental needs of the children at that stage, knowing that the terminology and other areas will fall into place as they grow and mature.

How can we assess whether the K-12 curriculum designed from the Art of Teaching Leadership program is making a difference in the classroom learning experience, for both teachers and students?

From the research completed for this project, it is clear that the Art of Teaching Leadership has had an impact on the teachers and the students. It is difficult to provide evidence of this impact because of the wide variety of experiences within the vast field of K-12 leadership education and the absence of before and after assessments of student and teacher knowledge and awareness. Therefore, I hope this research will serve as foundation for designing and implementing assessment tools for future programs.

Recommendations for assessing the difference the program has made for the teachers:

Design an assessment tool to be filled out by the teachers when they have completed the program. (This is in addition to any evaluation of the structure and content of the program week itself.) This tool should focus on what the teachers plan to do with their new knowledge and understanding of the leadership material. It should ask them for specific actions that they plan to take in designing and implementing leadership activities and competencies into their curriculum. Ask them to speculate how they think their class will respond and what problems they foresee. This information will not only be helpful to the researcher, but to the teachers as well at the end of the year.
These surveys should include closed as well as open questions. As difficult as it is to quantify this type of material, it becomes necessary to do so to attain reliable data and to categorize and label the various experiences and perceptions of the teachers. Based on the responses from the questionnaire used in this project, the following ideas and concepts were seen or heard repeatedly. The *Art of Teaching Leadership*:

- Gave them a language to describe ideas and thoughts they had already
- Changed their view of leadership potential in their students
- Encouraged them to expect more from all of their students
- Helped them to empower students
- Helped them become aware of leadership abilities within themselves
- Broadened their vision of leadership as incorporated into curriculum

Also, a second questionnaire should be given to the teachers at the end of the school year (sometime in May). Perhaps they will have more time to complete it in June, just after school has ended for the year. This survey would ask them specifically what curriculum they used and their reflections on the outcomes. Ask them if they completed what they planned to do in the summer and what unsuspected challenges and successes they found. Have them evaluate their students' performances and note any changes they noticed in their attitudes and behavior.

Perhaps it would be useful or beneficial for the teachers to put into action their own suggestions and keep a journal for the first year that they attempt to integrate the leadership education into their curriculum. This can not be made mandatory, but it could be highly encouraged at the end of the *Art of Teaching Leadership* program. This would also help them in completing the final survey at the end of the year. They will be able to
go back and look at specific thoughts, feelings, successes and challenges they experienced so that they can improve their performance the following year and grow as individuals and professionals.

Recommendations for assessing the difference the program has made for the students:

Whatever assessment tool is chosen for the future (focus groups, questionnaires, essays, journal writing, observation, etc), it is essential that the same method be used at the very beginning of the school year and again at the end of the year. This may appear obvious to some, but it is true that the effects of the program's curriculum can not be evaluated without some sort of comparison that can be made of students' behaviors, attitudes and perceptions before and after the curriculum has been introduced. This point became very clear to me early on in this project and many teachers reiterated the same need.

I suggest having a Leadership Studies senior take on the challenge of playing an active role as researcher in the assessment of the Art of Teaching Leadership program and its effects on the students. This is not necessary, but it could add a deeper and more valuable dimension to understanding the impact the leadership curriculum makes in the K-12 classrooms. I think this would be a challenging yet feasible project because the senior projects will be a full year, which will enable the student to actively participate in the assessment at both the beginning and end of the year. Also, knowing his or her role ahead of time, the student could attend and observe the teachers at the Art of Teaching Leadership program in the summer. This will also allow the student to make contacts with the teachers and talk to them about the project.
More specifically, I see the students’ main role to be a third-party observer. (If possible the student could also send out, collect, and analyze the teacher questionnaires.) The student should plan to observe six classrooms regularly throughout the year. These six would be three classrooms where the teachers attended the *Art of Teaching Leadership* program (one from each level – elementary, middle, and high school) and *three* teachers who did *not* attend the *Art of Teaching Leadership* program. The researcher (senior leadership studies major) would observe classes, but in many cases, the senior’s purpose may have to be kept hidden from the students because they do not realize that “new” (i.e. leadership) curriculum is being used.

The researcher may find that having one or two focus groups per classroom throughout the course of the year may be helpful to gain insight into the students’ perspectives. Again, this must be done with special care and attention. In most cases, the researcher can not ask, so how has your perception of leadership changed? Rather, the researcher will have to work with each teacher to design specially worded questions to include the leadership competencies and issues addressed in each classroom. I think the senior student would play a key role in helping all those involved gain a better understanding of the effects of leadership curriculum in K-12 classrooms.

In addition to the classroom observations, some sort of assessment tool should be developed for each of the three education levels. They need to be creative and tailored to the development levels of the students.

The assessment tool provided to survey the students for the pilot program was called “Like Me” (Appendices T and U). This survey shows if and how the child’s perceptions of her or himself have changed. This is one aspect of leadership education, but not the
whole picture. Some of the questions could be used from this survey to address perceptions of self, but a wider variety of topics need to be added to complete the picture of the possible effects of a leadership education.

For the elementary level, it is difficult to suggest anything but observation. However, if the research is focused on the older elementary students, then writing occasional journal entries would be helpful. This way students could reflect on their own learning and progress and it would give the researcher something tangible with which to work. Students at this young age are often very willing to talk about themselves and their experiences so a well-orchestrated focus group may be helpful. Questions similar to the "Like Me" questionnaire may be useful, however more questions will need to be developed to address the issues and competencies that the teacher specifically chose to focus on in that classroom.

At the middle school level, an essay written in September and then again in April or May is probably a good idea. The essay will have to be designed with the teacher to address the competencies and areas that he or she will focus on throughout the year. The students need to answer the same question(s) in both essays, in the beginning of the year and at the end of the school year. The essays do not have to be long if they are tailored to the experience of the students. The middle school essays given to me were interesting because they asked the students to look at another leader’s values and then evaluate themselves as a leader. I think if the same essay is written twice, the teacher and researcher will notice a difference in the answers and perspectives of the students if the leadership curriculum has made any difference.
Finally, the high school students may be easier to work with because they have the ability to understand and express more complex thoughts. They are able to see how they changed and how their thought patterns evolved over time. In instances where the teacher tells the students that they are learning about leadership, it will be helpful to ask them explicitly about their experiences and perceptions about leaders and followers at the beginning and end of the year. However, if the teacher does not reveal his or her intentions and motives behind the curriculum, then the assessments need to be less explicit in leadership terms for the students, but with the ability to extract the necessary information for the researcher. I think the researcher could get the most information out of focus group discussions with the high school students. A brief questionnaire with a few closed and few open questions might be useful as well, depending on the extent and nature of the integrated leadership curriculum.

While assessment and evaluation of the effects of the *Art of Teaching Leadership* program in the classroom seems like a complicated and daunting task, it is nevertheless rewarding and necessary. This assessment will allow for improvements in an already strong program. Everyone involved in K-12 leadership education has a passion for what they are doing because they truly feel that they are making a difference in children’s lives. This enthusiasm and passion is contagious, but sometimes it takes empirical data and hard facts to convince people that this is a necessary, yet missing component of our K-12 classrooms.
If I Could Fly: Creating a Vision *

Lesson Topic: Mapping individual goals and vision statement

Subject: Language, Writing

Competencies: Leading Change, Motivation, Personal Leadership

Goal: To motivate students to set personal goals and see beyond the everyday and look to the future

Objectives:
- Identify with the child in the story, “there is more to the world than your own backyard”
- Plan ahead and set individual goals for self and group


Procedure:
1. Read Tar Beach aloud to students. Tar Beach is a story about a young girl who dreams she can go wherever she wants for the rest of her life. The stars lift her up and she is flying.
2. Discuss the “dream” she had in the story and how she created her own vision. (The stars allowed her to fly.)
3. Discuss what is beyond what they know in their own environment and how each student can “go beyond” the immediate environment.
4. Have them write their own goals and vision,
5. Giving them direction as to where they are, where they want to be, and what they will do to achieve those goals.
6. Meet with children and discuss their goals.
7. Plan how you can help each child get to where they want to go.

Stephanie Carpenter
Acquinton Elementary School

* This and other activities can be found in “The Art of Teaching Leadership: Compiled Lesson Plans,” edited by Leanna Bowman and Amy Keown, page 70. The activities and exercises discussed throughout this paper have been included as appendices, but there are many more included in Bowman and Keown’s compilation.
Appendix B

Look at Me!

Lesson Topic: Developing a positive self-image and understanding of self

Subject: Art

Competencies: Self-Awareness, Confidence

Goal: To expand self-awareness and knowledge of self and to build self-confidence

Objectives:
- To expand understanding of personal characteristics
- To develop self-respect
- To build confidence in self

Materials/Resources: Mirror
                 Paper plates
                 Construction paper
                 Glue
                 Markers

Procedure:
1. Ask students to describe what they look like (eye color, hair color, skin color, clothing, etc.) Looking in the mirror, what do they see?
2. Have the students construct paper plate faces that match their observations and describe themselves.
3. Share their art work and look for similarities and differences.
4. Have the children decide where to place their faces on the floor categorizing according to hair color, eye color, etc.
5. Using the paper plate faces again, categorize them on the floor according to different criteria such as likes and dislikes, etc.
6. Discuss how we are different, the same, and that we are all important and special.

Sources:

The Art of Teaching Leadership Pilot Program. The Jepson School of Leadership Studies, University of Richmond. Richmond, VA.


Bonnie Armstrong
Ecoff Elementary School
Appendix C

The Value of Respect: Abe Lincoln

Lesson Topic: Historical Lessons on Respect

Subject: Social Studies, Reading, Art

Competencies: Respect, Tolerance, Kindness, Perseverance

Goal: To use historical figures as models of respect and tolerance

Objectives:
♦ To learn how to treat others with consideration and courtesy
♦ To see the importance of respecting people who are different
♦ To honor another’s opinions, beliefs, or needs

Materials/Resources:
♦ The Value of Respect: The Story of Abraham Lincoln by Ann Donegan Johnson (ValueTales Series, La Jolla, CA)
♦ Wide variety of reference materials related to American history (textbooks, historical fiction and non-fiction, biographies, encyclopedias, etc.)
♦ Drawing paper
♦ Markers, crayons or colored pencils

Procedure:
1. Read The Value of Respect: The Story of Abraham Lincoln.
2. Students should cite examples of respect demonstrated by Lincoln as they are presented in the story. Be sure to indicate the individual or group who was the beneficiary of Lincoln’s show of respect.
3. Have students select an historical figure to research for a book project. After reading a biography on the individual, students may find it appropriate to read other material as well.
4. Students should prepare a presentation of information on the individual’s life, which may take a variety of forms. Students may dress as their famous person, create a puppet, or construct a timeline of events. In the presentation students must make a sincere effort to highlight events or actions that demonstrate respect (or lack of respect, in an “infamous” figure was selected) being sure to indicate the individual or group who was the recipient of the person’s show of respect.
5. Follow-up Activity: Students can create a “Hall of Respect,” drawing portraits of their respectful historical figures. Under each portrait students should provide a caption detailing specific the individual demonstrated respect for others.

Blair Chewning
Collegiate School
Appendix D

Long and Short Term Goals

Lesson Topic:  Student Identity
Subject:  Prefect Training Class
Competencies:  Written communication, visioning, decision-making

Reading/Assignments:  Write an outline establishing a long-term goal (more than one year away) and a short-term goal (which will be accomplished within a year) and three steps they can take to achieve goal.

Goal:  To have each student create a personal mission statement

Objectives:

- To have students reflect on their values
- To have students write a mission statement
- To have students plan implementation of their mission statement
- To have students understand their common values

Materials/Resources:

- Newsprint or posterboard
- Overhead projector
- Transparency with three questions:
  1) Who are you?
  2) Where are you in your life’s journey?
  3) Where do you want to go?

Procedure:

1. Show students the transparency.
2. Ask students to spend about fifteen minutes writing a paragraph in journal answering each of the questions.
3. Divide students in small groups (2 or 3) and ask each to share what he or she wrote with the partners.
4. Have the pairs help each other with brainstorming how to turn the “dreams” into reality by setting goals and steps to achieve the goals.
5. Ask for a volunteer to share his or her goals (to serve as springboard for discussion). Put on posterboard or newsprint.
6. Discuss with the class (and list on newsprint or posterboard) goals which were common to all members of the smaller groups.
7. Assign completion of personal mission statement goals and implementation steps for homework. Return to students placement in student journals.
Adapted from Gill Hickman, *The Art of Teaching Leadership*

Carolyn Brandt  
*The Steward School*
## Stages of Psycho-Social Development in K-12 in Relation to Leadership Concepts and Competencies

**Erik Erikson**

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Following Directions

Lesson Topic: Communication and Listening

Subject: Language Arts

Competencies: Communication, problem solving, decision-making, listening, conflict resolution

Goal: To gain an understanding of barriers to communication

Objectives:
- To identify barriers to communication
- To overcome barriers through effective communication

Materials/Resources: Colored shapes

Procedure:
1. A pair of students sit back to back.
2. One student gives directions while the other student follows them.
3. The first child gives a direction (i.e. Place the red square in front of you). Both children do what the direction states.
4. The first child then gives another direction (i.e. Place the yellow circle above the red square). No further explanation is given. Both children follow the second direction as stated.
5. After several directions are given, the child taking directions turns to see if he/she has completed the steps properly.
6. Discuss any differences in design and why they are different. Talk about ways to assure that directions can be easily understood and followed.
7. This can be repeated taking turns or changing partners.

Source: Cooperative Sports Training

Robin Coleman
Millwood School
Debating Role Models

Lesson Topic: Responsible role models

Subject: Language Arts

Competencies: Responsibility, influence, communication

Goal: To see and understand the importance of being good role models

Objectives:
- To identify possible role models
- To identify why some athletes and entertainers are role models
- To discuss the responsibilities of role models

Procedure:
1. Working in groups, debate this statement: “Athletes and entertainers have a responsibility to act as role models for young people.”
2. Have group share conclusions.
3. Check for understanding regarding positive and negative role models by allowing as many students as possible to state opinion.

Diane Shoemaker
Collegiate School
Feelings for Friends

Lesson Topic: Feelings and emotions

Subject: Social sciences

Competencies: Compassion, concern, kindness

Objectives:
- To identify acts of kindness
- To verbalize emotional feelings
- To recognize compassionate acts in others

Materials/Resources:
- Markers
- Chart paper
- Library books
- "The Diary of Anne Frank" in Social Studies Anthology

Procedure:
1. Seat students according to eye color.
2. Read short story to blue-eyed group, ignoring others.
3. Discuss experiment and feelings it provoked.
4. Brainstorm on synonyms for compassion. Discuss ways to demonstrate compassion.
5. Read "The Diary of Anne Frank."
6. Discuss the story.
7. Have students break into teams and rewrite the story’s end.
8. Share endings with class.

Jennifer T. McCaskey
Providence Middle School
Appendix I

Diversity

Lesson Topic: Valuing diverse perspectives

Subject: Guidance

Competencies: Respect, diversity of people and ideas, collaboration, reflection

Goal: To foster appreciation and acceptance of diversity within our advisory

Objectives:
- To affirm the value of multiple and diverse perspectives in learning
- To develop respect for varied views
- To reflect and communicate about group work processes

Materials/Resources:
- Foam core board, white (poster size) cut into fun shaped pieces matching number of students and teacher
- Art supplies for decorating board
- Seven Blind Mice by Ed Young, Scholastic, Inc., NY, 1992
- Reader response journal
- Individual definitions of “diversity from previous lesson

Procedure:
1. Have each student read a definition of diversity other than his/her own.
2. Note that even in defining a common word, people have a variety of ideas. Yet while they may differ in their thinking in some ways, they are all working toward the same goal.
3. Discuss similarities in definitions.
4. Pass out “puzzle pieces.”
5. Have each student decorate his/her piece to reflect his/her style.
6. Allowing only five minutes time, instruct students to take decorated puzzle pieces and without talking, piece the puzzle together. A table or black board may be used. It is advised that the pieces each have a tape loop placed on back to assist in preserving the completed image.
7. Remaining fairly passive in participation, the teacher should note any examples of leadership traits witnessed during this activity.
8. In a follow up discussion address examples of leading and following behaviors. Ask students to share their feelings about confusion or stress related to the objective and time limit. Are some more motivated than others to complete a task “on time”
or efficiently? Identify any instances where an individual had a differing perspective from the group or majority i.e. as in where a particular piece should be placed? How was the person treated?

9. Read aloud children's book *Seven Blind Mice* by Ed Young.

10. Discuss the following questions: How did differences help mice get the "real" picture? What if each mouse only accepted her/his point of view? Was there a leader in the story? Explain. How could this story relate to a group of people working together to achieve a common goal? Take for example your group trying to complete the puzzle earlier? What would a leader do in a situation where there were many differing views/ideas? Is it important for a leader to be first? Go first? Explain. What happens when differences are not celebrated/accepted within a group?

11. Have students in small groups brainstorm responses to the following: Can you think of any examples in history when differences weren't accepted? When are differences good to have? What are some examples of differences being accepted or even appreciated and celebrated?

12. Share brainstormed lists with whole group.

13. Written assignment: In journal or loose leaf have students list four experiences from their lives when they either:
   a) learned to look at something differently
   b) worked with a gifted leader
   c) were part of a great group

14. Share one of these experience from your life as an example for students. They are then to circle the one experience they feel they can recall in the most detail. Next, on the top half of a fresh sheet of paper, they are to write a list of content questions they think they should answer in order to recall the experience in complete detail. They can start with the "W's". On the bottom half of the paper, they are to list questions about their experience that they think the reader will want answered. These are to be different from the first set of questions. On back of this paper write the topic or title of the experience you will write about.

15. Students bring in written assignment and exchange with a peer.

16. Without reading the "writer's" questions, peers will write a list of content questions about the experience you wish to have answered about the author.

17. Return papers and have students compare questions listed.

18. As a whole group discuss the types of questions peers asked that were not anticipated by writers. Note that this is another example of the value of a different perspective as applied to the writing/reading process. They may be accustomed to asking
for peer input after they have drafted a written work, but this sometimes makes it more unlikely that a writer will change her/his text significantly. When ideas are still being generated, it is a great opportunity to ask for a differing perspective.

19. Assign students to write a narrative essay based upon their questions/prewriting.

*Motivating Writing in the Middle School*, Jim Newkirk Western Heights Middle School, MD. NCTE Pub. IL 1996. P 56-57

*Deborah Andersen*

*Collegiate School*
Appendix J

People of China

Lesson Topic: People of China

Subject: Global Studies

Competencies: Values, critical thinking, cooperation, multicultural understanding

Goal: To gain a better understanding of the Chinese people

Objectives:

♦ To compare the family culture of the Chinese and the Americans
♦ To describe family hierarchy and values
♦ To explore the role of women in Chinese culture
♦ To formulate an solution to the Chinese population explosion

Materials/Resources:

♦ Text and relevant articles
♦ Video on Chinese culture and traditions

Procedure:

1. After viewing the video, students in groups of three will list family values from the perspective of the Chinese and the Americans.
2. As a class, discuss the lists and compare with others. Discuss family hierarchy, women’s roles and social values for each culture.
3. Present the facts on China’s population problem. Break again into small groups and, using problem solving skills, students need to formulate possible solutions to the population concern.
4. Present these solutions to the class as a whole to compare and discuss.

Tinsley Pollard

The Governor’s School for Government and International Studies
**Appendix K**

**Perspective-Taking Development in Relation to Age-Appropriate Leadership Curriculum**

*Robert Selman*

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Appendix L

**Oh! The Places You’ll Go!**

**Lesson Topic:** Where will we go this year?

**Subject:** Language Arts

**Competencies:** Self-awareness, Goal setting

**Goal:** To set goals for the year to come

**Objective:**
- To realize individual strengths
- To identify “places” that we will “go” in the coming year

**Material/Resources:**
- *Oh! The Places You’ll Go!* By Dr. Suess
- Copy of the first few lines of the book
- Paper
- Pencil

**Procedure:**

1. Begin by copying these lines on a posterboard to be displayed throughout the year:

   Congratulations!
   Today is your day.
   You’re off to great places!
   You’re off and away!!  Dr. Seuss

2. In order to prepare for the coming year, each teacher should ask her/himself these questions:
   a) What social skill do I feel is most important for my students?
   b) What unit of study or subject do I teach that is different or unique to my classroom?
   c) What life-time skill do I emphasize in my classroom?

3. On the first day of school read *Oh! The Places You’ll Go!*  Discuss.

4. After reading and discussing, have students answer the following questions and try to illustrate their responses, each on a separate sheet of paper:
   a) What is my strength as a friend and how do I show it?
   b) If I could study one subject or area of interest in school, what would it be and why?
   c) What skill must I have to work in the 21st century?
5. Bind these different sets of questions into books and you will have a list of your students’ cognitive as well as affective strengths.

6. Title the books:
   a) Places I will go as a friend…
   b) Places I will go in school…
   c) Places I will go in life…

Sources: Law, Kay. Creating an Outstanding Fourth Grade Program. Bureau of Education and Research. Pg. 2

Ann Waddill
Ecoff Elementary School
Appendix M

Jigsaw Joy

Lesson Topic: Uniqueness of Each Individual

Subject: Art, Language Arts

Competencies: Self-awareness, diversity, teamwork

Goal: To gain an appreciation of how uniquely different individuals contribute to the whole

Objectives:
♦ To recognize one’s own unique qualities and talents
♦ To value the individuality of others
♦ To understand the nature of teamwork
♦ To create a “first day” bulletin

Materials/Resources:
♦ A supply of tag board or butcher paper
♦ Colored markers
♦ Scissors
♦ Blank bulletin board

Procedure:
1. Draw a large jigsaw puzzle on butcher paper or on pieces of tag board, making sure there are the same number of pieces as there are members of the class. (Teacher participation is optional but encouraged.)
2. Cut out the puzzle pieces.
3. Mail puzzle pieces to students before the first day of school or distribute them on the first day as an opening activity.
4. Instruct students to write words and draw pictures to represent their personalities, interests, and talents.
5. Give students an opportunity to share their finished pieces with peers.
6. When all pieces are completed, assemble them on the waiting bulletin board to show how we all fit together like pieces of a puzzle – how each piece is necessary to create the whole.
7. Students can create their own title for the bulletin board or use: “T.E.A.M.” – “Together Everyone Achieves More.”

Sources:
- Values Poster Series: “Acceptance,” Creative Teaching Press
- Success Catalogue: T.E.A.M. card

Blair Chewning
Collegiate School
Appendix N

The Trial of Socrates: Being Fair and True to the Law?

**Lesson Topic:** Fairness

**Subject:** World History

**Competencies:** Fairness, Problem-solving, Moral reasoning

**Goal:** To gain an understanding of how one thinks is fair may conflict within the law

**Objectives:**
- To define fairness
- To find examples of injustice
- To evaluate the fairness of specific court decisions

**Materials/Resources:**
- Text
- Library Books
- Encyclopedias
- Newspapers

**Procedure:**
1. Students will find a newspaper article regarding a court case that relates to an issue of fairness.
2. Students should explain why they selected their article to identify it as an issue of fairness.
3. Students discuss and debate several of their classmates’ articles.
4. Students will analyze the trial of Socrates to determine if the decision was fair.
5. Students compare and contrast the trial of Socrates with current trials to find similarities and differences.
6. Students discuss how judges and other leaders must face issues of fairness while being true to the law.

Frank Krajewski
Patrick Henry High School
Appendix O

**Adopt a Retirement Home**

**Lesson Topic:** Community service

**Subject:** Social Studies, History

**Competencies:** Service, Caring, Attitudes

**Goal:** To make curriculum relevant

**Objectives:**
♦ To relate curriculum to the real world
♦ To develop a relationship with senior citizens
♦ To broaden the arena of learning outside the classroom

**Materials/Resources:** A partnership with a retirement home community or nursing home

**Procedure:**
1. Plan a visit to the home by learning songs, poems or skits to perform in a short presentation to the residents
2. Follow this with a refreshment time where each student or pair of students pairs with a senior “buddy.” During this time students will ask questions prepared earlier in the classroom such as:
   a) What was your favorite subject in school?
   b) What favorite game did you play as a child?
   c) How did you earn a living?
3. After the visit, publish a newspaper about our senior “buddies” and send copies to the residents
4. We try to visit a minimum of 2 or more times a year. We also write and call our residents a minimum of once a month. Special friendships can develop from this community project.

**Sources:**
Law, Kay. *Creating an Outstanding Fourth Grade Program*  
Bureau of Education and Research, p. 35.

*Ann Waddill*  
*Ecoff Elementary School*
**K-12 Moral Development in Relation to Leadership Concepts, Competencies and Curriculum**

*Lawrence Kohlberg*

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<td>- View of self in relation to society and law</td>
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<tr>
<td>Post-Conventional</td>
<td>- Fairness</td>
<td>“Adopt a Retirement Home”</td>
</tr>
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<td></td>
<td>- Respect and understanding of others</td>
<td>(Appendix O)</td>
</tr>
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<td></td>
<td>- Service</td>
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</tbody>
</table>
## Child Development Stages and Their Connections To K-12 Leadership Competencies and Curriculum

<table>
<thead>
<tr>
<th>Development Theory</th>
<th>Stages</th>
<th>Age</th>
<th>Leadership Competencies</th>
<th>Leadership Curriculum</th>
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<tbody>
<tr>
<td><strong>Erik Erikson:</strong></td>
<td>Initiative vs. Guilt</td>
<td>3 - 6</td>
<td>Personal leadership Visioning Self-examination</td>
<td>&quot;If I Could Fly: Creating a Vision&quot; and &quot;Look at Me!&quot;</td>
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<tr>
<td>Psycho-social</td>
<td>Industry vs. Inferiority</td>
<td>6 - 11</td>
<td>Respect for differences</td>
<td>&quot;The Value of Respect: Abe Lincoln&quot;</td>
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<td>Robert Selman:</td>
<td>Identity vs. Identity Infusion</td>
<td>Adolescence</td>
<td>Personal Leadership Goal Setting Personal vision/mission statements</td>
<td>&quot;Long and Short Term Goals&quot;</td>
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<td>Perspective Taking</td>
<td>Social-Informational</td>
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<td>&quot;Following Directions&quot;</td>
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<td></td>
<td>Self-Reflective</td>
<td>7 - 12</td>
<td></td>
<td>&quot;Feelings for Friends&quot; and &quot;Debating Role Models&quot;</td>
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<td></td>
<td>Third Party</td>
<td>10 - 15</td>
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<td>&quot;Diversity&quot;</td>
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<td>Societal</td>
<td>14 - adult</td>
<td></td>
<td>&quot;People of China&quot;</td>
</tr>
<tr>
<td>Lawrence Kohlberg:</td>
<td>Pre-Conventional</td>
<td></td>
<td>Self-awareness Diversity Teamwork</td>
<td>&quot;Jigsaw Joy&quot;</td>
</tr>
<tr>
<td>Moral Develop.</td>
<td>Conventional</td>
<td></td>
<td>Problem-solving Fairness View of self relative to society</td>
<td>&quot;The Trial of Socrates: Being Fair and True to the Law&quot;</td>
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<tr>
<td>Post-Conventional</td>
<td></td>
<td></td>
<td>Fairness Respect for others Service</td>
<td>&quot;Adopt a Retirement Home&quot;</td>
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</tbody>
</table>
Appendix R

Grade level taught: ____________________________

Subject(s) taught: ____________________________

Thank you for your time and insight!

1. Has the *Art of Teaching Leadership* Program changed your teaching experience? If so, how?

2. Do you think the curriculum you designed based on the *Art of Teaching Leadership* Program has made a difference in your students’ learning experience? If so, how?

3. What is the best way for us to find out if this program’s curriculum has affected the students? Please be specific to your grade level.

4. Has the *Art of Teaching Leadership* Program made a difference?

5. What do you want to know from this research?
Appendix S

Compilation of teacher’s responses to the questionnaires
Subdivided into the three grade levels

Question 1: Has the Art of Teaching Leadership Program changed your teaching experience? If so, how?

Elementary School Teachers’ Responses
- The program helped to confirm the experiential model I believe ought to be the ??? of education. The Jepson experience gave me a language and model for organizing leadership.
- The course has expanded my teaching experience. It validated things I was doing and inspired me to take things to a higher (I hope!) plane.
- Of course any time one is exposed to new ideas or experiences that cause one to think, it affects your way of approaching new situations. Sometimes I look at the children to see if leadership traits present themselves in different situations.

Middle School Teachers’ Responses
- I think the new perspective of seeing all my students as potential leaders has change the way I relate to them.
- Yes, it has given me a language to design classes and milestone to measure my success or failure.
- It has made me more aware of the leadership abilities in myself and in the students.
- More connections between themes in my literature study, enabled me to feel totality of scope of my teaching...see its effects upon students socially, academically/achievement/esteem – remain aware of issues related to self and group perception.

High School Teachers’ Responses
- Yes, it has made me look closer at getting high performance from students. I now look for ways of reaching each student within his/her own frame of reference. No more “shooting for the great middle” or neglecting the right brains for the left.
- I am much more sensitive to issues of group dynamics.
- It has enriched, if not changed, my experience. I have been teaching leadership classes for 4 years now but the “Art of Teaching” broadened my vision of leadership throughout the curriculum.
- Yes, positively impacted role of student in class; incorporate leadership philosophy in planning; have not used very many activities this year because group dynamics in the class that I chose to pilot in ... will try again in the future.
**Question 2:** Do you think the curriculum you designed based on the *Art of Teaching Leadership* Program has made a difference in your students’ learning experience? If so, how?

**Elementary School Teachers’ Responses**
- I included curriculum that I had previously designed. Again the Jepson program helped me organize the activities around a central paradigm/set of processes in the concept of leadership.
- I did not develop a curriculum per se, since I’m a music teacher and see the students once a week if I am lucky. I have empowered the students in many ways and I know they enjoy that feeling.
- Not this year. Because we were introduced to a new reading program this year, none of us has tried any extra or new curriculum. We simply haven’t had an opportunity to incorporate the lessons yet.

**Middle School Teachers’ Responses**
- Yes – it has made a difference! I had to take very mundane Physical Science labs and open my mind to make them lessons in leadership. It provided me the confidence to add little pieces of leadership into each lesson – thinking skills.
- Yes, the students know we are trying to develop a curriculum and we don’t know all the answers, so they know they are creating something too.
- Not as much as I had hoped – I have only had time to do a few of the lessons. Our school is so obsessed with SOLs that there is not much time to spend on anything but the curriculum.
- They are increasingly aware of how “tailored” their experience in my classroom is – that each day is “up to them” – decision-making is relevant to them in their learning (Ex. Whether or not the class is able to engage in a dialogue/participatory active/or simply take notes/read.)

**High School Teachers’ Responses**
- Mine is developmental but indications are it is heading in the right direction. Students are more (becoming) mindful of others.
- The students now (through the designed curriculum) have intentional analysis of their skills compared to the skills of an effective leader and have hands-on experience in problem solving in group setting.
- Yes, I wrote lesson plans for my French classes and relating art to leadership made the unit more meaningful.
- In regular classes – no – students were very unreceptive...this is due to a group of students this year... I am confident another group would/will benefit. In SCA, much improvement and more theory involved... all activities are tied to leadership experiences.
Question 3: What is the best way for us to find out if this program’s curriculum has affected the students? Please be specific to your grade level.

**Elementary School Teachers’ Responses**
- Talk to the students. Videotape how the students perform/act. What the students do with the material introduced by the teacher/leader. Storying/journaling
- Survey the teachers. Visit our classrooms and see for yourself.
- I children are exposed to the curriculum it would be interesting to learn what their concept of being a leader is after being involved in the lessons contrasted to what they thought about leadership before they began the lessons. Other ways are to see how children respond to the opportunity of being a leader. Some children are not “natural” leaders, so they need to be given opportunities.

**Middle School Teachers’ Responses**
- I’m really not sure – my students did not know me before the leadership training. They accept my teaching as part of who I am.
- Interview the students and parents.
- I don’t really have any specific ideas.
- They need to respond to questions related to leadership themes – express their view of themselves in leadership roles in/around our classes. Perhaps “journals” reflecting upon each lesson’s activities/learning.

**High School Teachers’ Responses**
- Site visits at selected times for evaluation of data showing progress, anecdotal data from administrators, curriculum specialists, etc.
- Because the students are all eleventh and twelfth graders an evaluation instrument (e.g. survey) would probably be effective.
- An evaluation by students or a questionnaire to see if they perceived the “leadership connection.”
- Interview them; if program has been effective the students will be able to express it... you could also examine their projects.

Question 4: Has the *Art of Teaching Leadership* Program made a difference?

**Elementary School Teachers’ Responses**
- Yes, organizing metaphor for addressing the concept of leadership. What is it?
- The readings and the coursework have been a great resource – conversations with others really validated what I am about and stretched me to expand and grow!
- No answer given.

**Middle School Teachers’ Responses**
- Absolutely – it has expanded my thinking in so many ways. I find that I am a better leader, follower, listener, resolver of conflicts, communicator, etc…
- Yes, it is a recognition that we need to go beyond the descriptive in leadership studies to the applied.
- I feel like it has but I wish I had more time and material to implement it. We are so stressed with SOLs now that it is hard to think about anything else.
- Referred to answer to question #3

High School Teachers’ Responses
- Yes as I indicated in one above. Also I am able to use/develop activities to help students interact and thus learn more and from each other.
- It has focused the course on the goals of attaining skills in oral and written communication, problem solving, and critical thinking.
- Yes, by bringing leadership to the forefront and making teachers aware of its value as part of their curriculum.
- Yes... seeds are planted... need time to develop more fully.

Question 5: What do you want to know from this research?

Elementary School Teachers’ Responses
- What you discovered/
- I love all the nuts and bolts of things - I’d like a full report.
- I would like to hear some if the feedback from the teachers who are using the curriculum.

Middle School Teachers’ Responses
- What did you find out?
- How to sustain the effort and keep it fresh.
- How others are using the training in their classrooms.
- What ways are people using info from program? How can students apply skills/learning from program related instruction? Strut their stuff. What’s our next step?

High School Teachers’ Responses
- The outcome of this paper (?). A follow-up to the input from the students in the program.
- Have the leadership concepts are incorporated in math and foreign language classes on a high school level.
- The results of your survey of other teachers in the class would be interesting. Also, I would like to see student responses.
- How others are doing... Balance of process and curriculum; balance of context and activities.
Like Me?

<table>
<thead>
<tr>
<th></th>
<th>LIKE ME</th>
<th>UNLIKE ME</th>
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<tbody>
<tr>
<td>1.</td>
<td>I am curious.</td>
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<td>2.</td>
<td>I blame myself when things go wrong.</td>
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<td>3.</td>
<td>I daydream.</td>
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<td>4.</td>
<td>I like to solve problems.</td>
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<td>5.</td>
<td>I like to do things that are hard.</td>
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<td>6.</td>
<td>I have high energy.</td>
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<td>7.</td>
<td>I like to fix things.</td>
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<td>8.</td>
<td>I have good work habits.</td>
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<td>9.</td>
<td>I finish tasks.</td>
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<td>10.</td>
<td>I get upset easily.</td>
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<td>11.</td>
<td>I have ideas no one else has.</td>
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<td>12.</td>
<td>I have friends that are different from me.</td>
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<td>13.</td>
<td>I like to help people get along with each other.</td>
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<td>15.</td>
<td>I know I can do anything I try to do.</td>
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<td>16.</td>
<td>I say things and others understand.</td>
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<td>17.</td>
<td>I stop myself from doing bad things.</td>
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<td>18.</td>
<td>I am a self-starter.</td>
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<td>19.</td>
<td>I like to plan things.</td>
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<td>20.</td>
<td>I like to help others.</td>
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<td>21.</td>
<td>I like to share with others.</td>
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<td>22.</td>
<td>I tell the truth.</td>
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<td>23.</td>
<td>I do like to wait.</td>
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<td>24.</td>
<td>I am proud of myself.</td>
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<td>25.</td>
<td>I like to do new things.</td>
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<td>26.</td>
<td>I listen well.</td>
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<td>27.</td>
<td>I treat others fairly.</td>
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<td>28.</td>
<td>I do what I say I will.</td>
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<td>29.</td>
<td>I do not like to hurt other people’s feelings.</td>
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<td>30.</td>
<td>I do not blame others for my mistakes.</td>
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<td>31.</td>
<td>I like to work with others.</td>
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<td>32.</td>
<td>I like to create things like stories, songs or pictures.</td>
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<td></td>
<td>LIKE ME</td>
<td>UNLIKE ME</td>
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<tr>
<td>1.</td>
<td>I am curious.</td>
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<tr>
<td>2.</td>
<td>I am critical of myself.</td>
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<tr>
<td>3.</td>
<td>I tend to daydream.</td>
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<tr>
<td>4.</td>
<td>I enjoy solving problems.</td>
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<tr>
<td>5.</td>
<td>I like challenges.</td>
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<tr>
<td>6.</td>
<td>I have high energy.</td>
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<tr>
<td>7.</td>
<td>I like to improve systems and things.</td>
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<td>8.</td>
<td>I have good work and study habits.</td>
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<td>9.</td>
<td>I finish tasks.</td>
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<td>10.</td>
<td>I get upset easily.</td>
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<tr>
<td>11.</td>
<td>I have original ideas.</td>
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<tr>
<td>12.</td>
<td>I have friends that are different from me.</td>
<td></td>
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<tr>
<td>13.</td>
<td>I like to help people get along with each other.</td>
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<td>14.</td>
<td>I keep trying until I have a solution to a problem.</td>
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<tr>
<td>15.</td>
<td>I know I can accomplish anything I attempt.</td>
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<td>16.</td>
<td>I express myself easily.</td>
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<td>17.</td>
<td>I am loyal to my friends.</td>
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<tr>
<td>18.</td>
<td>I am a self-starter.</td>
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<tr>
<td>19.</td>
<td>I like to schedule my daily activities.</td>
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<td>20.</td>
<td>I enjoy helping others.</td>
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<td>21.</td>
<td>I try to share what I have with others.</td>
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<td>22.</td>
<td>I am honest.</td>
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<tr>
<td>23.</td>
<td>I dislike waiting.</td>
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<tr>
<td>24.</td>
<td>I like to help those in need.</td>
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<tr>
<td>25.</td>
<td>I am proud of myself.</td>
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<tr>
<td>26.</td>
<td>I like to help others to do their best.</td>
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<tr>
<td>27.</td>
<td>I like to be recognized for my efforts.</td>
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<td>28.</td>
<td>I communicate my thoughts and feelings to others.</td>
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<td>29.</td>
<td>I take responsibility for my words and actions.</td>
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<td>30.</td>
<td>I adapt well to different situations.</td>
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<td>31.</td>
<td>I respect the ideas and beliefs of others.</td>
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<td>32.</td>
<td>I feel burdened by things others expect of me.</td>
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<td>33.</td>
<td>I have defined what is important to me.</td>
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<td>34.</td>
<td>I do not take things at face value.</td>
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<td>35.</td>
<td>I have compassion for others.</td>
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<td>36.</td>
<td>I stand up for my beliefs.</td>
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<tr>
<td>37.</td>
<td>I have compassion for others.</td>
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<td>38.</td>
<td>I am creative.</td>
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Appendix V

Elder and Levin's Model of PAR

INSIDERS
FRAMEWORK  IMPLICIT
INDIVIDUAL AND FRAGMENTED
ACTION "THEORY"

PARTICIPATING IN
COGENERATIVE DIALOGUE
FOR MUTUAL LEARNING

LOCAL THEORY
NEW SHARED FRAMEWORK /
EXPLICIT GROUP ACTION THEORY

TESTING THROUGH
COLLECTIVE ACTION

OUTSIDER'S
FRAMEWORK / THEORY BASED
ACTION "THEORY"

PRODUCING NEW
GENERAL THEORY
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Acknowledgements

I wanted to recognize all of the individuals who made it possible for me to complete this project, as this is the culmination of the time, attention and effort of many people. First I would like to thank Dr. Gill Hickman for her continuous support and technical expertise throughout the semester. Her guidance and encouragement kept me going even through the times I felt lost and confused! Also, I would like to acknowledge Dr. Anne Perkins and Amy Keown for their information, time and patience as I created this project.

A special thank you needs to be extended to the teacher participants who filled out surveys, attended the meeting, and answered my many questions through phone calls, e-mails, and personal interviews. It was not only their insight and experience that gave this project a life of its own, but it was the enthusiasm and excitement in their eyes and voices when they talked about their students that sealed my commitment to this project.

Finally, I need to thank my roommate, Hillorie, who at the same time was also completing her senior project. For the numerous questions you answered, the times we shared wallowing in misery, the late night deep thoughts, and the encouragement to continue on, THANK YOU!