

## WASC Mission Statement:

The Wisconsin Association of School Councils, Inc. is deeply committed to the continuation and expansion of leadership development and student responsibilities in schools and to assisting school councils in meeting these commitments.

**I. Standards – These are the standards of leadership that guide all WASC programs and policies.**

### WASC STUDENT LEADERSHIP STANDARDS

STANDARD	BENCHMARKS	SAMPLE ACTIVITIES	WASC ACTIVITIES	
<b>1. Self awareness</b>	<b>1.1 Student respects himself/herself and others.</b>	<b>1.1. a</b> Student makes healthy lifestyle choices.  <b>1.1. b</b> Student is able to recognize and appreciate the talents and potential of self and others.  <b>1.1. c</b> Student recognizes and respects others beliefs and ideas.	Chart eating habits Exercise journal  Record healthy lifestyle habits  Read Assignments/Book Talks Asset assessment  Conference Sectionals  Leadership camp - all levels  Executive Board Governing Board	
	<b>1.2 Student is aware of his/her strengths/ weaknesses and utilizes this knowledge to reach his/her potential.</b>	<b>1.2. a</b> Student is able to analyze the consequences of his/her actions and respond accordingly.  <b>1.2. b</b> Student is aware of social circumstances and responds appropriately – Code of ethics.	Exercise journal Group Social Activities  Team building activities  Thank you notes	SPARC Committee
	<b>1.3 Student is aware of the influence he/she have on society.</b>		"Get to know you" activities Recognition activities Guest speaker on respect	

<b>2. Character</b>	<b>2.1 Student takes responsibility for personal actions and acts ethically (i.e. demonstrates honesty, fairness, integrity).</b>	<p><b>2.1. a</b> Student demonstrates respect for the rights and abilities of self and others.</p> <p><b>2.1. b</b> Student defines and demonstrates ethical behavior.</p> <p><b>2.1. c</b> Student models responsible actions and a positive attitude.</p> <p><b>2.1. d</b> Student identifies appropriate character traits such as honesty, fairness, respect, etc.</p> <p><b>2.1. e</b> Student understands that a variety of models exist for ethical decision making.</p>	<p>Character Counts</p> <p>Role playing</p> <p>Scenarios</p> <p>Situational Activities Personal Code of Ethics Personal Mission</p> <p>Statements Personal Activities</p>	<p>Elementary Conference</p> <p>Leadership camp - all</p> <p>Officer/Advisor training</p>
<b>3. Goal Setting</b>	<b>3.1 Student understands and participates in the process of setting, achieving, and evaluating goals.</b>	<p><b>3.1. a</b> Student understands the purpose of goal setting and writes realistic goals that correspond with individual or group vision/ philosophy.</p> <p><b>3.1. b</b> Student develops an action plan to monitor and achieve goals.</p> <p><b>3.1. c</b> Student monitors, adjusts, and/or reflects upon the goals.</p>	<p>Planning an activity or event Life progress report Complete a feasibility report Utilizes a goal setting plan – SMART Goals</p> <p>Simulation activities Personal Goal setting exercises Action planning</p>	<p>Governing Board participation</p> <p>New Advisor Training Elementary Conference</p> <p>Leadership camp - all</p> <p>NHS Conference Officer/advisor training</p>
<b>4. Organization</b>	<b>4.1 Student demonstrates personal organizational skills</b>	<p><b>4.1. a</b> Student exhibits effective time management skills.</p> <p><b>4.1. b</b> Student prioritizes personal commitments.</p>	<p>Personal calendar planning Short &amp; long term personal goal setting Timelines Prioritizing commitments</p>	<p>Fall Regionals State conferences</p>
	<b>4.2 Student works with groups to plan &amp; implement organized projects.</b>	<p><b>4.2. a</b> Student formulates &amp; employs project goals.</p> <p><b>4.2. b</b> Student uses sequential project planning skills.</p> <p><b>4.2. c</b> Student uses appropriate evaluation tools and methods.</p>	<p>Brainstorming Portfolios</p> <p>Prioritizing Consensus</p> <p>Value voting Project planning checklist Storyboarding Written, oral surveys</p>	<p>Leadership camp – all levels</p> <p>SPARC Committee work Executive Board work State competitions</p>

<b>5. Communication</b>	<b>5.1 Student communicates effectively in large and small groups.</b>	<p><b>5.1. a</b> Student develops content and ideas into organized presentations.</p> <p><b>5.1. b</b> Student analyzes and adjusts content based upon the audience.</p> <p><b>5.1. c</b> Student uses appropriate language and style.</p> <p><b>5.1. d</b> Student expresses himself/herself effectively in interpersonal situations.</p> <p><b>5.1. e</b> Student identifies and understands non-verbal communication cues.</p>	<p>Public presentations</p> <p>Interviews Telephone skills</p> <p>Explaining instructions</p> <p>Interpersonal communication activities</p> <p>Non-verbal communication activities</p> <p>I-messages</p>	<p>Sectional presentations</p> <p>Fall/State conference Advisor/officer training</p> <p>Leadership camps - all levels</p> <p>Executive Board/SPARC State competitions</p> <p>Parliamentary Procedure</p>
	<b>5.2 Student demonstrates effective writing skills.</b>	<p><b>5.2. a</b> Student develops content and ideas into organized presentations.</p> <p><b>5.2. b</b> Student analyzes and adjusts content based upon the audience.</p> <p><b>5.2. c</b> Student uses appropriate language and style.</p>	<p>Memos</p> <p>Thank you notes Minutes and agendas Electronic communication Invitations, Press releases Advertisements, Reports Letters, Evaluations</p>	<p>News Notes articles</p> <p>Writing Competency State Competitions</p>
	<b>5.3 Student demonstrates active listening skills.</b>	<p><b>5.3. a</b> Student listens and observes to gain understanding and interpret information.</p> <p><b>5.3. b</b> Student checks for accuracy and understanding by asking questions and paraphrasing.</p>	<p>Practice effective listening using appropriate techniques.</p>	
	<b>5.4 Student effectively uses various mediums of communication.</b>	<p><b>5.4. a</b> Student communicates through oral, artistic, graphic, and/or multimedia presentations.</p> <p><b>5.4. b</b> Student demonstrates use of available technology to present ideas and concepts.</p>	<p>Videos, Digital Displays, PowerPoint, Posters, and Banners</p>	
	<b>5.5 Student communicates effectively with various audiences.</b>	<p><b>5.5. a</b> Student adjusts communication styles to reflect the appropriate audiences.</p>		

<b>6. Diversity</b>	<b>6.1 Student is knowledgeable and respectful of diverse groups and protected classes.</b>	<p><b>6.1. a</b> Student identifies contributions of diverse groups and protected classes.</p> <p><b>6.1. b</b> Student plans and participates in inclusive activities.</p> <p><b>6.1. c</b> Student refrains from offensive comments or actions.</p> <p><b>6.1. d</b> Student is knowledgeable about the current social and political situation of different groups.</p>	<p>Special Olympics Cultural Fair</p> <p>Celebrating holidays of the world</p>	<p>Advisor officer training</p> <p>State Conference</p> <p>Fall Conference</p>
<b>7. Decision-making</b>	<b>7.1 Student understands the processes for decision-making.</b>	<p><b>7.1. a</b> Student can identify problems needing to be solved.</p> <p><b>7.1. b</b> Student identifies decision-making styles (autocratic, democratic, consensual, laissez-faire).</p> <p><b>7.1. c</b> Student recognizes appropriate decision-making styles for a given situation.</p> <p><b>7.1. d</b> Student recognizes the impact of individual decisions on the group.</p> <p><b>7.1. e</b> Student can predict the possible outcomes of the decisions and make an appropriate selection.</p>	<p>Role playing</p> <p>Situational activities</p> <p>Decision making simulations Historical case studies in decision making</p>	<p>Leadership camps - all</p> <p>Boundary Breaking</p> <p>Level 3 Camp Budget Activity Icebreakers</p> <p>Group partner changing</p>
<b>8. Group process</b>	<b>8.1 Student effectively interacts in a variety of groups.</b>	<p><b>8.1. a</b> Student understands stages of group development.</p> <p><b>8.1. b</b> Student practices teambuilding.</p> <p><b>8.1. c</b> Student identifies group dynamics and personality styles in a variety of situations.</p> <p><b>8.1. d</b> Student knows how to relate appropriately with a variety of groups.</p>	<p>Icebreakers Cooperative activities</p> <p>Group simulations</p> <p>Role playing</p>	<p>Advisor officer training Leadership camps - all levels</p>
	<b>8.2 Student understands how individual differences affect group processes.</b>	<p><b>8.2. a</b> Student identifies leadership styles in self &amp; others.</p> <p><b>8.2. b</b> Student identifies personality types in self &amp; others.</p>	<p>Personality and style inventories Video clips on styles Role playing</p>	<p>Fall Regional State Conference SPARC Committee work Fall Regionals State Conference</p>

<p><b>9. Citizenship</b></p>	<p><b>9.1 Student understands ways to positively contribute to national and global communities.</b></p>	<p><b>9.1. a</b> Student is aware of ways to influence local, regional, state, national, and global communities.</p> <p><b>9.1. b</b> Student assumes an active role in his/her local, regional, state, national, and global communities.</p> <p><b>9.1. c</b> Student participates in service to others.</p>	<p>Research local charities Speakers on diversity Organize a service project</p> <p>State/local clean up day Voter Registration Drive Educational Voice</p> <p>Participate in service project Reflections in journal</p>	<p>NHS Conference State Conference</p> <p>Governing Board Leadership camps - all levels, Fall Regionals Officers/Advisor training</p>
<p><b>10. Conflict Resolutions</b></p>	<p><b>10.1 Student understands and utilizes strategies for resolving conflicts.</b></p>	<p><b>10.1. a</b> Student understands and identifies styles of conflict resolution, including his/her own style.</p> <p><b>10.1. b</b> Student selects an appropriate solution for the given situation.</p> <p><b>10.1. c</b> Student utilizes consensus building strategies.</p> <p><b>10.1. d</b> Student recognizes internal and external conflict.</p>	<p>Consensus Building and Training</p>	