




Empowering Educator & Student Leadership




Modeling leadership lessons for the classroom or staff development

Paul K. Fox, PMEA Council for Teacher Training, Recruitment, & Retention
Tuesday, December 9, 2025 - 9:40 AM - 10:45 PM
Magnolia C - Hershey Lodge & Convention Center

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About “the Fox”

- Bachelor of Fine Arts in Music (University Honors) & Master of Fine Arts in Music Education from Carnegie-Mellon University

Currently:

- Five-plus decades involvement in the field of education
- State Coordinator of PMEA Retired Members (10+ years)
- Member (Past State Chair 2016-24) of the PMEA Council for Teacher Training, Recruitment, and Retention (9+ years)
- Trainer/Instructor for the Thomas W. Bailey PDE-approved Act 45 PIL and Act 48 PD classes on PA educator ethics
- Presenter, author, blogger, and publisher of more than 200 articles and 80+ workshops/webinars on professional development for educators, most archived at <https://paulfox.blog/>.

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Retired:

- Performing Arts Curriculum Leader (7 years) and music teacher (33 years) for the Upper St. Clair Schools (Allegheny County) and Edgewood (now Woodland Hills) School District (2 years)
- Director/Producer of 29 Upper St. Clair High School Fall Plays, 30 Spring Musicals, & 5 Holiday Choral Musicals
- Upper St. Clair School District communications assistant/publications writer, editor, and photographer (30+ years)
- Secretary/Treasurer for PMEA District One (20 years)

Memberships:

- ASCD, NAFME, PDK International, Phi Mu Alpha, PASCD, PMEA

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Today you are the “student” modeling leadership

- ✓ **LEARN:** insight and resources to develop instruction for cultivating staff and student leadership at all grade levels, including the sharing of research from the United Nations System Staff College and the Association of Washington Student Leaders
- ✓ **CONNECT:** exploration of collaborative leadership and team-building skills
- ✓ **ACTIVATE:** hands-on interactive exercises you can adapt and use in your school district educator professional development and student classrooms

The slides to this leadership presentation are available to adapt and use at your school! Please send me your request via email and I will forward you the native file in PowerPoint or Google Slide formats.

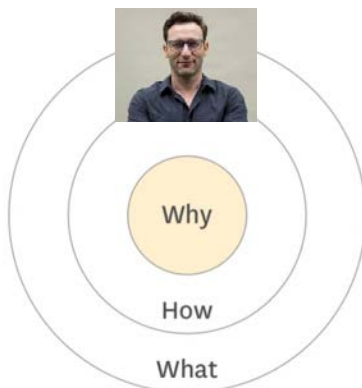
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Start with “the WHY!”



Why - Your Purpose

What is your cause? What do you believe?

How - Your Process

Specific actions taken to realise your Why.

What - Your Process

What do you do? The result of Why. Proof.

<https://simonsinek.com/>



Why is the discussion important?



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Why teach leadership to students at school?



“Leadership is an essential skill that extends beyond the classroom, shaping how students engage with the world around them. Whether leading a group project, organizing an event, or voicing their opinions in discussions, leadership skills empower students to take initiative and make meaningful contributions. These abilities are not only beneficial during school years but also serve as the foundation for lifelong personal and professional success.”

<https://bloomster.com/blog/why-leadership-skills-matter-for-students-future-success>

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Why teach leadership to students at school?



- ✓ Develop communication skills
- ✓ Build confidence & self-awareness
- ✓ Enhance problem-solving abilities
- ✓ Encourage teamwork & collaboration
- ✓ Shape future success

<https://bloomster.com/blog/why-leadership-skills-matter-for-students-future-success>

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Why teach leadership to educators?

- ✓ Improve student achievement
- ✓ Empower and retain teachers
- ✓ Support new staff members
- ✓ Drive innovation and adaptability
- ✓ Bridge the gap between instruction and administration
- ✓ Build/model a positive attitude
- ✓ Enhance strategic thinking and decision-making
- ✓ Promote a positive and collaborative school climate
- ✓ Develop soft skills such as communication, conflict resolution, and building trust... both in and outside the classroom

<https://txwes.edu/blog/building-leadership-skills>

<https://teachertaskforce.org/blog/3-reasons-why-school-leadership-vital-teacher-success>

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Unlocking 5 “Key” Questions

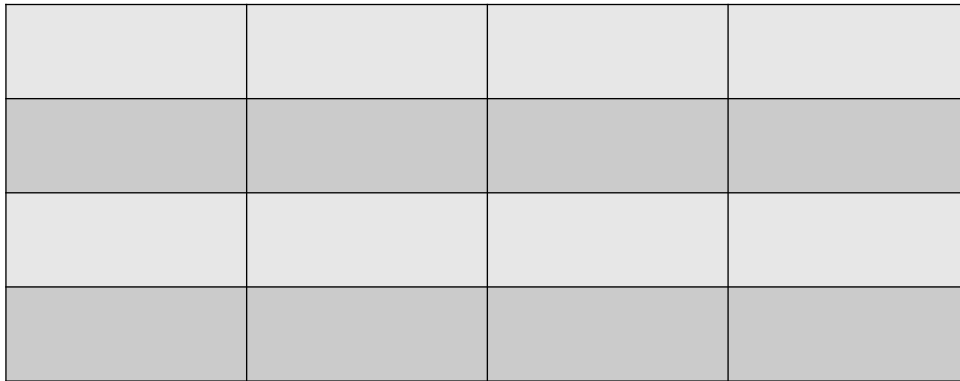
1. What is *leadership*?
2. What are the qualities of a *good leader*?
3. What are different types of *leadership processes & skills*?
4. What does it mean to have *emotional intelligence*?
5. What are your *leadership strengths & weaknesses*?

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How many rectangles?



What is your initial response? _____

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Leaders are...

- **Visionaries** (creative)
- Coaches
- Managers



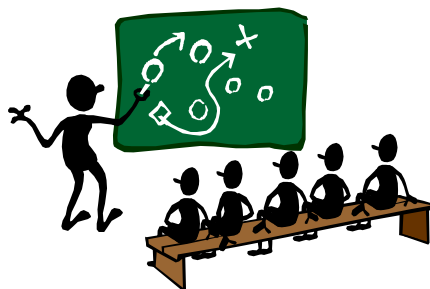
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Leaders are...

- Visionaries (creative)
- **Coaches** (inspirational)
- Managers



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Leaders are...

- Visionaries (creative)
- Coaches (inspirational)
- **Managers** (organized)



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Brainstorming

What are the qualities of a good leader?

Instructions:

1. List as many ideas as you can in sixty seconds.
2. Use one or two-word adjectives or nouns.
3. Circle your top-three “favorite” attributes.
4. Share with your neighbor. Compare notes.
5. Add to your list any you have missed.
6. Finally, star or underline one or two attributes you feel you have already begun to develop... your *best* “leadership qualities?”



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Attributes of a Leader

“a valuable team member who is also...”

A Risk Taker
A Decision-Maker
Responsible
Positive
A Good Listener
A Good Communicator
Hard Working
Honest
Goal-oriented



Courageous
An Extrovert
Enthusiastic
Assertive
Flexible/Adaptable
Authentic
Passionate
Trustworthy
Humble

... a visionary, coach, and manager of self and others.”

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More Definitions of a **Leader...**

- ✓ Leaders embrace **new ideas** or **challenges**.
- ✓ Leaders are **catalysts** for change.
- ✓ Leaders make **goals** and define **targets**.
- ✓ Leaders model **commitment** and **passion**.
- ✓ Leadership is all about **creativity**, **innovation**, & **problem solving**.
- ✓ Leadership is about **taking risks**.
- ✓ Leaders have **positive self-esteem**.
- ✓ Leaders master **good listening skills**.



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Leadership is... **“Calm awesomeness...”**



“...That makes us all want to be better.”

<https://www.facebook.com/reel/796230673016289>



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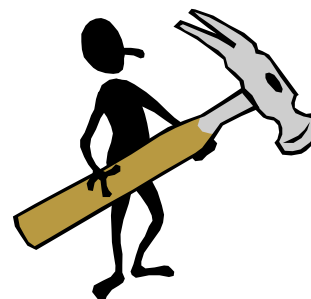
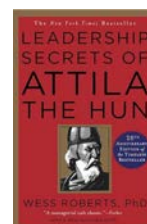
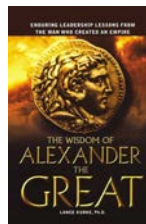
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The Job of a **Leader...**

Find or Invent Problems

Things to do with a problem...

- ✓ Ignore it!
- ✓ Resist it
- ✓ Define it
- ✓ Enjoy it
- ✓ Find a better use for it
- ✓ Create a bigger problem



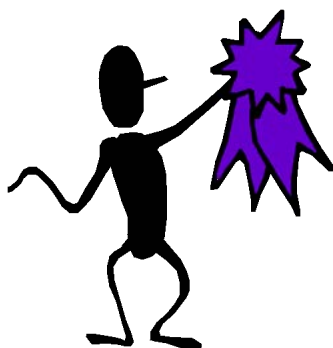
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The Job of a **Leader...**

Embrace or facilitate change!



- ✓ Create new directions and solutions to problems!
- ✓ Reach out beyond your **comfort zone**.
- ✓ Be courageous to try something unique or original.
- ✓ Seek to improve the current situation!
- ✓ Be less influenced by the status quo.
- ✓ GROW yourself and others!

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The Clapping Game

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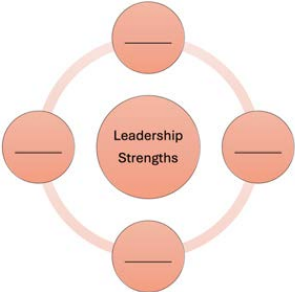

Self-Analysis - “The Oreo Cookie”

As we go... jot down a few of your leadership interests, strengths, needs, and challenges.

1. Cookie = positive traits, skills, strengths, “keeps”

2. Cream = suggested needs, goals, shortcomings, “fixes”

3. Cookie = again



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Self-Analysis - Personal Inventory

+	-	Trait	Examples/Notes
✓		Communications skills	
		Group processes	Strategies for group goal setting?
	✓	Managerial skills	Time management?
	✓	Human relations skills	Conflict resolution?
		Self-awareness	
✓		Self-regulation	Deferred gratification?
		Motivation	Self- vs. group?
✓		Empathy	
		Social skills	Building/maintaining rapport?
✓		Divergent thinking	Thinking outside the box?
	✓	Convergent thinking	One and only solution to a problem?
✓		Creativity	Free form brainstorming?
	✓	Critical thinking	Tolerating distorted/exaggerated viewpoints?
		Collaborative leadership skills	Time consuming?
	✓	Team building skills	Lesson from Geese: "taking turns?"

Your checklist could look something like this... Add a few comments and page #'s.



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Leadership Processes

Two Approaches for Developing a Leader:

- | | |
|--------------------------|-------------------|
| ✓ Communication skills | ✓ Self-awareness |
| ✓ Group processes | ✓ Self-regulation |
| ✓ Managerial skills | ✓ Motivation |
| ✓ Self-awareness | ✓ Empathy |
| ✓ Human relations skills | ✓ Social skills |

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Leadership Effectiveness Goals

Communication Skills

- ✓ Speaking skills in small or large groups.
- ✓ Listening skills in small or large groups.
- ✓ Group skills necessary to get others to listen.
- ✓ Poise and self-confidence while working in groups.
- ✓ Awareness of the importance of positive public relations.



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Leadership Effectiveness Goals

Group Processes

- ✓ Awareness and effectiveness in group processes and skills as they apply to various situations.
- ✓ Understanding of different leadership styles as they apply to various situations.
- ✓ Understanding the concepts of conflict resolution.
- ✓ Ability to apply effective motivation and involvement techniques.
- ✓ Understanding of appropriate group decision-making processes.



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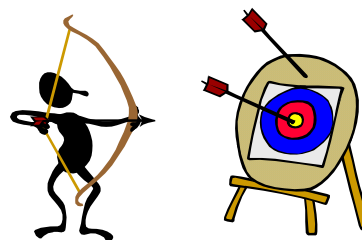


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Leadership Effectiveness Goals

Group Processes *(continued)*

- ✓ Understanding of effective goal setting.
- ✓ Understanding of the importance of identifying and utilizing available resources.
- ✓ Understanding of the concepts of group dynamics.
- ✓ Understanding of appropriate evaluation and/or debriefing techniques.



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Leadership Effectiveness Goals

Managerial Skills

- ✓ The essential elements necessary in planning, conducting and evaluating meetings and other organizational projects.
- ✓ Various problem-solving skills.
- ✓ The value of delegation of authority, involvement techniques, and methods of motivation.
- ✓ The principle of chain of command.
- ✓ Time management, task analysis, and pre and post time-lining.



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Leadership Effectiveness Goals

Managerial Skills *(continued)*

- Respect for established procedures, legal parameters, and financial and budgetary management.
- Various brainstorming, goal setting, and prioritizing techniques.
- Position functions.



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Leadership Effectiveness Goals

Self-Awareness

- ✓ Increased self-esteem and self-concept through an increased understanding and awareness of self.
- ✓ Increased understanding of self through self-inventory, values clarification, goal setting and evaluating experiences.
- ✓ Skills in assertiveness, risk-taking, conflict resolution, and time management.
- ✓ Self-help skills in areas of stress management, coping with failure/success, and dealing with criticism/praise.



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Leadership Effectiveness Goals

Human Relations Skills

- ✓ Understanding of the values of positive reinforcement, trust, and honest communication.
- ✓ Awareness of social, cultural, ethnic and racial diversity, and development of strategies to promote respect and acceptance of diversity (**DEIBA**).



Diversity
Equity
Inclusion
Belonging
Acceptance



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Leadership Effectiveness Goals

Human Relations Skills *(continued)*

- ✓ Techniques to develop positive school and community climates.
- ✓ Understanding of the lonely/alienated students and ways to increase their sense of belonging.
- ✓ Awareness and methods of good sportsmanship.
- ✓ Awareness of sexism and sexual equality.



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“Building Leaders for Life” Curriculum

Includes **94 lessons** in five subject areas, with **355 pages** of lesson materials, including **137 student handouts!**

- ✓ Communication – 22 lessons, 70 pages, 24 student handouts
- ✓ Group Process – 18 lessons, 82 pages, 33 student handouts
- ✓ Leadership Skills – 17 lessons, 79 pages, 35 student handouts
- ✓ Self-Awareness – 17 lessons, 61 pages, 25 student handouts
- ✓ Human Relations – 20 lessons, 63 pages, 20 student handouts



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<https://awsleaders.org/building-leaders>

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What Makes a Leader?

- ✓ Identifying individuals with the “right stuff” is more art than science.
- ✓ Different situations call for different styles and types of leadership.
- ✓ Most effective leaders have a high degree of **emotional intelligence**.
 - Self-awareness
 - Self regulation
 - Motivation
 - Empathy
 - Social skills




United Nations Staff College
and *What Makes a Leader?*
by Daniel Goleman

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Five Components of Emotional Intelligence	Definition	Hallmarks
Self-Awareness	The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others.	Self-confidence Realistic self-assessment Self-deprecating humor




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33

Five Components of Emotional Intelligence	Definition	Hallmarks
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Self Regulation	The ability to control or redirect disruptive impulses and moods. The propensity to suspend judgment – to think before acting.	Trustworthiness Comfort with ambiguity Openness to change



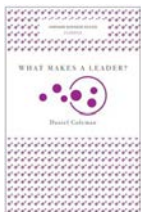
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Motivation	A passion to work for reasons that go beyond money or status. A propensity to pursue goals with energy and persistence.	Strong drive to achieve Optimism, even in the face of failure Organizational commitment



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Empathy	The ability to understand the emotional make-up of other people. Skill in treating people according to their emotional reactions.	Expertise in building and retaining talent Cross-cultural sensitivity Service to clients and customers

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Five Components of Emotional Intelligence	Definition	Hallmarks
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Motivation	A passion to work for reasons that go beyond money or status. A propensity to pursue goals with energy and persistence.	Strong drive to achieve Optimism, even in the face of failure Organizational commitment
Empathy	The ability to understand the emotional make-up of other people. Skill in treating people according to their emotional reactions.	Expertise in building and retaining talent Cross-cultural sensitivity Service to clients and customers
Social Skill	Proficiency in managing relationships and building networks. An ability to find common ground and build rapport.	Effectiveness in leading change Persuasiveness Expertise in building & leading teams

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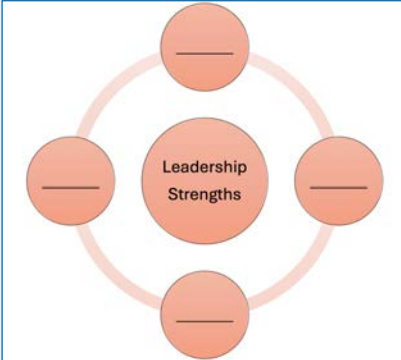
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Self-Reflection “Snapshot”

What are your leadership strengths?

Communications skills
Group processes
Managerial skills
Human relations skills
Self-awareness
Self-regulation
Motivation
Empathy
Social skills

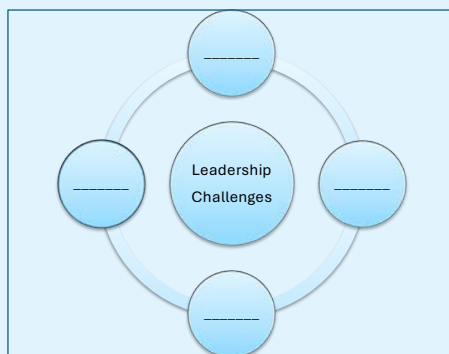
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Self-Reflection “Snapshot”

What are your leadership challenges?



Communications skills
Group processes
Managerial skills
Human relations skills
Self-awareness
Self-regulation
Motivation
Empathy
Social skills

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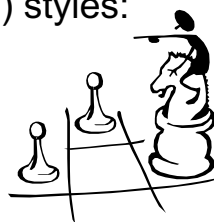


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Leaders... Know Thyself!

Are you in the right (or left) mind?

- ✓ Take a brain hemisphere dominance test.
- ✓ Score your “tendencies.” <https://paulfox.blog/wp-content/uploads/2024/07/are-you-the-right-or-left-mind-for-the-uschs-leadership-academy-1.pdf>
- ✓ Reflect on your thinking (and leading) styles:
 - Linear vs. Holistic
 - Logical vs. Intuitive
 - Sequential vs. Random
 - Verbal vs. Nonverbal
 - Symbolic vs. Concrete



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Leaders... Know Thyself!

Differences between left and right brain

Functions of the left brain	Functions of the right brain
<ul style="list-style-type: none">• Language• Logic• Critical thinking• Numbers• Reasoning	<ul style="list-style-type: none">• Recognizing faces• Expressing emotions• Music• Reading emotions• Visualizing images• Intuition• Creativity

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Leaders are...

- ✓ Divergent thinkers
- ✓ Convergent thinkers
- ✓ Critical thinkers
- ✓ Cooperative/collaborative thinkers (team-building)



Source: Professor Curtis Bonk, Indiana University (Bloomington). <https://curtbonk.com/>

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Divergent Thinking

“This creative, free-form, and imaginative process involves exploring multiple ideas and solutions to problems. It's non-linear and spontaneous, and can involve considering different perspectives, angles, and dimensions of a problem. For example, a divergent thinker might come up with the idea for a wildlife overpass to reduce accidents on a busy highway.”

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Divergent Thinking Factors

- ✓ **Originality** (statistical infrequency of the response)
- ✓ **Fluency** (number of responses)
- ✓ **Flexibility** (the degree of difference of the responses)
- ✓ **Elaboration** (amount of detail of the response)

Possible tests: *Guilford's Alternative Uses Task* (1967),
Wallace and Kogan (1965)

Source: Professor Curtis Bonk, Indiana University
(Bloomington). <https://curtbonk.com/>

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Convergent Thinking

“This more straightforward and focused process involves selecting, evaluating, and refining the most promising ideas from the divergent phase to create a single, concrete solution to a problem. Linear and rooted in structure, it is best suited for tasks that involve logic as opposed to creativity. Example: convergent thinking might involve narrowing down your options for where to go to dinner by considering location, price, cuisine, & reviews.”

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Convergent Thinking Factors

- ✓ The ability to correctly determine a single correct solution to a problem
- ✓ Taking a novel approach to solving a problem
- ✓ Seeing the problem from a new perspective
- ✓ Making a unique association among the parts of the problem

Possible tests: *Insight Problems, Remotes Associations Task (Mednick)*

Source: Professor Curtis Bonk, Indiana University
(Bloomington). <https://curtbonk.com/>

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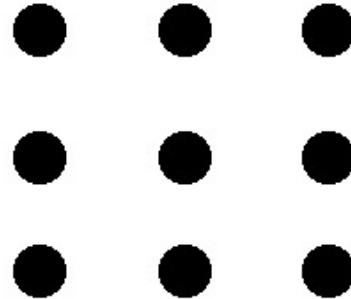
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Leaders... Know Thyself!

How **creative** are you?

The goal of this puzzle is to link all nine dots using four straight lines without lifting the pencil.

Advanced: Can you do this with three or fewer lines?



The "nine dots" puzzle

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Critical Thinkers = Leaders

- ✓ Critical thinkers can be characterized in terms of knowledge, abilities, attitudes and habitual ways of behaving.
- ✓ “Critical thinking calls for persistent effort to examine any belief or supposed form of knowledge in the light of evidence that supports it and the further conclusions to which it tends.”
(i.e., seek justification, recognize relationships, analyze credibility of sources, look at reasons or evidence, draw inferences, identify alternatives, logical deductions, sequences & order, defend an idea, etc.)

Source: Robert Glaser 1941

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Good “Thinking” and “Leading”

- ✓ Uses evidence skillfully and impartially
- ✓ Organizes thoughts and articulates them concisely and coherently
- ✓ Distinguishes between logically valid and invalid inferences
- ✓ Suspends judgment in the absence of sufficient evidence
- ✓ Attempts to anticipate the probable consequences of alternative actions before choosing among them

Adapted from *Teaching Thinking Skills*
1987, J. Baron & R. Sternberg. Editors

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Good “Thinking” and “Leading”

- ✓ Sees similarities and analogies that are not superficially apparent
- ✓ Learns independently and has an abiding interest in doing so
- ✓ Applies problem solving techniques appropriately in domains other than those in which they were learned
- ✓ Understands the difference between winning an argument and being right

Adapted from *Teaching Thinking Skills*
1987, J. Baron & R. Sternberg. Editors

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Good “Thinking” and “Leading”

- ✓ Listens carefully to other people's ideas
- ✓ Can strip a verbal argument of irrelevancies and phrase it in terms of essentials
- ✓ Understands the difference among conclusions, assumptions & hypotheses
- ✓ Is sensitive to the difference between the validity of a belief and the intensity with which it is held

Adapted from *Teaching Thinking Skills*
1987, J. Baron & R. Sternberg. Editors

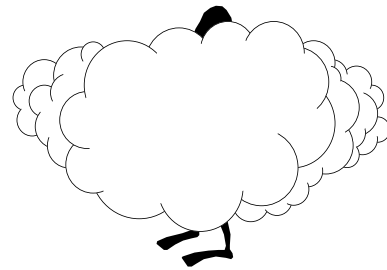
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Good “Thinking” and “Leading”

- ✓ Represents differing viewpoints without distortion, exaggeration, or characterization
- ✓ Recognizes the fallibility of one's own opinions, the probability of bias in those opinions, and the danger of differentially weighing evidence according to personal preferences



Adapted from *Teaching Thinking Skills*
1987, J. Baron & R. Sternberg. Editors

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Collaborative Leadership

“Collaborative leadership is a style that emphasizes teamwork, cooperation, and shared decision-making. Collaborative leaders value the input of all team members and encourage open communication, mutual respect, and collaboration to achieve common goals.”

Co-Active Training Institute
<https://coactive.com/resources/blogs/5-leadership-styles-a-comprehensive-guide-to-finding-your-own>

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Collaborative Leadership

Advantages

- ✓ Creates a sense of shared ownership & responsibility among team members.
- ✓ Fosters innovation & creative problem-solving.
- ✓ Improves team morale & job satisfaction.
- ✓ Encourages the development of diverse perspectives and ideas.



Co-Active Training Institute
<https://coactive.com/resources/blogs/5-leadership-styles-a-comprehensive-guide-to-finding-your-own>

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Collaborative Leadership

Challenges

- ✓ Can be time-consuming, specially during the decision-making process.
- ✓ May lead to conflicts or disagreements among team members.

Strategies (Leveraging Collaborative Leadership)

- ✓ Promote a culture of open communications.
- ✓ Encourage team members to share ideas and provide constructive feedback.
- ✓ Foster a sense of trust and mutual respect.

Co-Active Training Institute
<https://coactive.com/resources/blogs/5-leadership-styles-a-comprehensive-guide-to-finding-your-own>

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Team Lessons from Geese



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Team Lessons from Geese

- ✓ As each bird flaps its wings, it creates uplift for the bird following. By flying in a “V” formation, the whole flock adds 71% more to its flying range than if each bird flew alone.
- ✓ **Lesson:** Teammates who share a common direction and sense of community can get where they’re going quicker and easier when they travel on shared power.

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Team Lessons from Geese

- ✓ When the lead goose tires, it rotates back into the formation and another goose flies at the point position.
- ✓ **Lesson:** It pays to take turns doing the hard tasks and sharing the leader’s role.



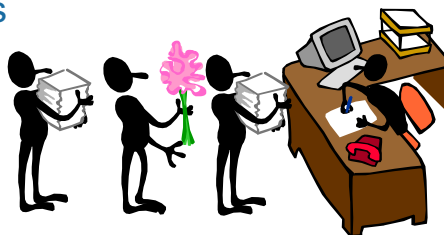
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Team Lessons from Geese

- ✓ In formation, the geese from behind honk to encourage those in front to keep up their speed.
- ✓ **Lesson:** Sometimes team members need to hear a little honking.

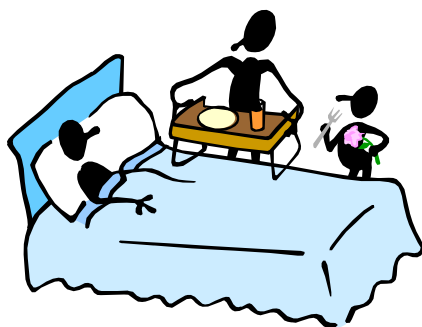


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Team Lessons from Geese



- ✓ Whenever a goose is sick or wounded, two geese drop out of formation to help and protect it. They stay with it until it can fly again or dies.
- ✓ **Lesson:** Stand by one another in times of trouble.

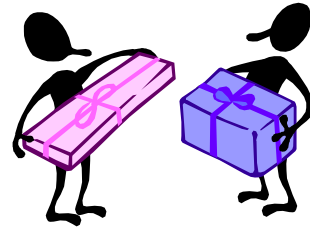
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Reasons for Team Building

- ✓ Improving communication
- ✓ Making the workplace more enjoyable
- ✓ Motivating a team/workplace employees
- ✓ Getting to know each other
- ✓ Getting everyone "onto the same page," including goal setting
- ✓ Teaching the team self-regulation strategies



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Reasons for Team Building



- ✓ Helping participants to learn more about themselves (strengths and weaknesses)
- ✓ Identifying and utilizing the strengths of team members
- ✓ Improving team productivity
- ✓ Practicing effective collaboration with team members

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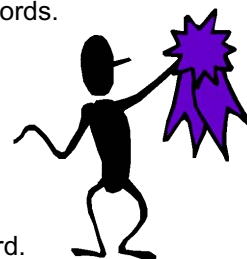
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More Ways to Assess Leaders



Leadership
Scholarship

- ✓ **Communication:** Includes listening skills, clarity in speaking, and the ability to make others feel heard.
- ✓ **Integrity:** Acting ethically, being trustworthy, and aligning actions with words.
- ✓ **Accountability:** Taking ownership of actions and commitments.
- ✓ **Collaboration:** Working effectively with others, valuing different perspectives and resolving conflicts.
- ✓ **Self-awareness:** Understanding one's own strengths, weaknesses, and biases.
- ✓ **Drive/Initiative:** A bias for action and the ability to move projects forward.
- ✓ **Courage:** The bravery to speak truthfully, admit shortcomings, and make difficult decisions.
- ✓ **Humility:** Recognizing the contributions of others & remaining a lifelong learner.



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Bonus



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More Ways to Assess Leaders



Leadership
Scholarship

Potential leadership essay questions for student applicants:

- What have you learned about yourself through your leadership experiences?
- How do you plan to continue your leadership journey in college and beyond?
- Describe a moment when leadership required courage, resilience, or difficult decision-making. What did you learn from it?
- Tell us about a time you created a positive impact — big or small — in your school, team, or community. What motivated you?
- Leadership is often less about authority and more about influence. Describe a situation where you influenced others in a meaningful way.
- Who has shaped your understanding of leadership, and how has that influenced the kind of leader you strive to be?
- If you could improve one aspect of your school or community, what would it be and how would you lead that change?
- Leadership can involve failure. Share a leadership challenge that didn't go a What did you learn?

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Leadership Competencies

ADVOCACY
Advances the cause of public education through social justice and how it benefits our students and members' professional needs and rights.

COMMUNICATION
Builds an integrated communications strategy that drives the goals of our professions.

GOVERNANCE AND LEADERSHIP
Sets the mission and establishes strategies necessary for a relevant and thriving organization; empowers, motivates, and fosters a pipeline of talent for the future.

LEADING OUR PROFESSIONS
Advocates for quality inside our professions and promotes our union's role in advancing education transformation and student learning.

NEA LEADERSHIP COMPETENCY GUIDE

[https://www.nea.org/sites/default/files/2021-10/NEA Leadership Competency Guide %282021%29 FINAL.pdf](https://www.nea.org/sites/default/files/2021-10/NEA%20Leadership%20Competency%20Guide%282021%29FINAL.pdf)

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ORGANIZING
Mobilizes to influence successful organizing outcomes, strengthen internal and external relationships, and membership capacity; recruit and identify new members and potential leaders into the Association.

SOCIAL EMOTIONAL INTELLIGENCE
Understands the knowledge, skills, attitudes, and behaviors that create healthy identities, manage emotions and achieve personal and collective goals; demonstrates ability to feel and show empathy, establish and maintain supportive relationships, and make responsible, caring decisions.

STRATEGY AND FISCAL HEALTH
Builds the brand and accomplishes the goals of the Association through effective financial management and understanding of fiduciary responsibilities.

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More Ways to Assess Leaders

River Hawk Experience Distinction Leadership Rubric

https://www.uml.edu/docs/Leadership-Full-Rubric_tcm18-370090.pdf

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LEADERSHIP DIMENSIONS:	4	3	2	1
Vision and strategic thinking	Student demonstrates the ability to formulate, articulate, and inspire a shared vision and strategy for action or change. Student accurately evaluates and adapts their plans to ensure continuous improvement and accommodate dynamic conditions.	Student demonstrates the ability to formulate and articulate a vision and strategy for action or change. Student evaluates and adapts their plans to ensure continuous improvement and accommodate dynamic conditions in ways that are at least partly effective.	Student demonstrates awareness of the role of vision and strategy in bringing about action or change. Student attempts to evaluate and adapt their plans to ensure continuous improvement; students demonstrate awareness of the need to accommodate dynamic conditions.	Student demonstrates developing awareness of the role of vision and strategy in bringing about action or change. Student demonstrates at least some awareness of the need to evaluate and adapt their plans to ensure continuous improvement.
Knowledge of frameworks for leadership and change	Student recognizes leadership theories rooted in a variety of historical and social contexts, and is able to evaluate and select frameworks that are appropriate in the relevant contexts (discipline, culture, etc.).	Student recognizes a range of leadership theories rooted in diverse contexts, and is able to identify and select frameworks that are appropriate in the relevant contexts (discipline, culture, etc.).	Student recognizes multiple leadership theories, and is able to connect those theories in ways that exhibit an awareness of context (discipline, culture, etc.).	Student recognizes the existence of multiple leadership theories, and that those theories are related to context (discipline, culture, etc.).
Using collaboration and teamwork to achieve goals	Student articulates the value of teamwork. They are able to perceive and align strengths, weaknesses, and bias in themselves and others, and direct or motivate action to create an inclusive team of individuals with diverse backgrounds and viewpoints. Student listens, attends to the needs of others, and resolves conflicts.	Student articulates the value of teamwork. They perceive strengths, weaknesses, and bias in themselves and others, and attempts to direct or motivate action to create an inclusive team. Student listens, acknowledges the needs of others, and accounts for others' perspectives in the attempt to resolve conflicts.	Student acknowledges the value of teamwork. They perceive strengths and weaknesses in themselves and others, and collaborate inclusively on a team. Student listens to others, and considers others' perspectives in the attempt to resolve conflicts.	Student acknowledges the need for teamwork. They attempt to identify strengths and weaknesses in themselves and others, and attempt to collaborate on a team. Student may acknowledge others' perspectives, but may prioritize their own perspective in attempting to resolve conflicts.

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More Ways to Assess Leaders

LEADERSHIP DIMENSIONS:	4	3	2	1
Awareness of power structures and dynamics	Student recognizes and understands the structural relationships within groups and organizations. They show awareness of the role of power dynamics, and demonstrates social responsibility in response to inequality.	Student recognizes and demonstrates some understanding of the structural relationships within groups and organizations. They show awareness of the role of power dynamics, and the importance of social responsibility.	Student recognizes the presence of structural relationships within groups and organizations. They show a developing awareness of the role of power dynamics and social responsibility.	Student shows developing awareness of structural relationships within groups and organizations. They show a limited awareness of the role of power dynamics of social responsibility.
Demonstrating ethical leadership	Student evaluates actions through ethical frameworks, evaluates the implications of their decisions, and acknowledges accountability. They consciously apply clear ethical values and priorities when faced with challenges. Student acts with ethics and integrity in their leadership roles.	Student evaluates some actions through ethical frameworks; attempts to evaluate the implications of their decisions, though the evaluation may be incomplete; and acknowledges accountability. They apply ethical values and priorities when faced with challenges. Student makes a credible attempt to act with ethics and integrity in their leadership roles.	Student evaluates some actions through a limited array of ethical frameworks, can identify implications of their decisions, and partially acknowledges accountability. They attempt to apply ethical values and priorities when faced with challenges. Student makes a credible attempt to act with ethics and integrity in their leadership roles, but may falter.	Student demonstrates basic awareness of ethical frameworks, and acknowledges accountability in a limited way. They may apply ethical values and priorities inconsistently when faced with challenges. Student makes some attempt to act with ethics and integrity in their leadership roles, but may not successfully demonstrate ethical leadership.



River Hawk Experience Distinction Leadership Rubric

https://www.uml.edu/docs/Leadership-Full-Rubric_tcm18-370090.pdf

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Final Self-Analysis - Personal Inventory

+	-	Trait	Examples/Notes
✓		Communications skills	
		Group processes	Strategies for group goal setting?
	✓	Managerial skills	Time management?
	✓	Human relations skills	Conflict resolution?
		Self-awareness	
✓		Self-regulation	Deferred gratification?
		Motivation	Self- vs. group?
✓		Empathy	
		Social skills	Building/maintaining rapport?
✓		Divergent thinking	Thinking outside the box?
	✓	Convergent thinking	One and only solution to a problem?
✓		Creativity	Free form brainstorming?
	✓	Critical thinking	Tolerating distorted/exaggerated viewpoints?
		Collaborative leadership skills	Time consuming?
	✓	Team building skills	Lesson from Geese: "taking turns?"

Name one "thing"
(leadership concept or
insight in yourself) you
learned today?



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Homework for Future Leaders...

compiled by Paul K. Fox


How serious are you to developing "state-of-the-art" leadership skills?
Explore these free resources on everything from creativity to leadership.

- Take a personal organizational skills test:
 - https://www.gotquestions.com/check_your_organizational_skills or
 - <https://www.psychologytoday.com/us/tests/career/organization-skills-test-version-workers-students>
- Assess your own multiple intelligences. How are you SMART? <https://www.literacynet.org/mi/assessment/index.html>
- Read how to apply and engage these strengths as a leader <https://www.literacynet.org/mi/practice/index.html>
- View "A Whole New Mind" video of Daniel Pink sponsored by C+A Global Leaders <https://www.youtube.com/watch?v=ZGZ81PME32h>
- Test your "creativity quotient" at one of these websites:
 - <https://www.lifehack.org/794508/creativity-test-10-best-ways-to-test-creative-intelligence>
- Read Mr. Fox's blog-post on "Leadership Lessons" <https://paulfox.blog/2020/07/14/leadership-lessons/>
- View a video by Simon Sinek
 - https://www.ted.com/speakers/simon_sinek_how_great_leaders_inspire_action or
 - <https://simonsinek.com/podcast/>
- View a video by Sir Ken Robinson https://www.ted.com/speakers/sir_ken_robinson
- View the video "Seven Traits of Great Leaders" <https://www.youtube.com/watch?v=2fEpdTVnsuA>
- A few of Mr. Fox's favorite books to borrow or buy:
 - Leaders Eat Last by Simon Sinek
 - Extreme Ownership by J. Willink & L. Habin
 - A Whole New Mind by Daniel Pink
 - Learning to Lead by W. Bennett & J. Goldsmith
 - Develop Your Leadership Superpowers by D. Starnad
 - One Minute Manager by K. Blanchard & S. Johnson
 - 7 Habits of Highly Effective People by S. Covey
 - A Kick in the Seat of the Pants by R. Von Oech
 - A Whack on the Side of the Head by R. Von Oech

These resources may foster a deeper understanding and insight on "what makes you tick..." your potential for leadership and inspiring others towards finding their own success.

Leaders' Homework

- Leadership is not about being in charge. It is about taking care of those in your charge. — Simon Sinek
- A leader is one who knows the way, goes the way, and shows the way. — John C. Maxwell
- Do not follow where the path may lead. Go instead where there is no path and leave a trail. — Ralph Waldo Emerson
- The greatest leader is not necessarily the one who does the greatest things. He is the one who gets people to do the greatest things. — Ronald Reagan
- What you do has far greater impact than what you say. — Stephen Covey



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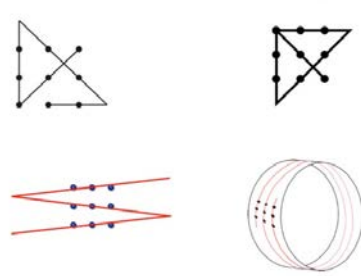
Here are the solutions...


How Many Rectangles?

Rows by Columns	
1 X 1 = 16	3 X 1 = 8
1 X 2 = 12	3 X 2 = 6
1 X 3 = 8	3 X 3 = 4
1 X 4 = 4	3 X 4 = 2
2 X 1 = 12	4 X 1 = 4
2 X 2 = 9	4 X 2 = 3
2 X 3 = 6	4 X 3 = 2
2 X 4 = 3	4 X 4 = 1

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Answers to 9 Dot Puzzle





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Copy of the slide summary:

<https://paulfox.blog/becoming-a-music-educator/>

Additional articles on leadership:

<https://paulfox.blog/> ("Leaders Flush") **Bonus Follow-up**

<https://paulfox.blog/2020/07/14/leadership-lessons/>

<https://paulfox.blog/2024/07/23/growing-student-leaders/>

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presenting at SAS Institute 2025!

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