Leadership Ability Category Overview
For School Sites ONLY

What are the characteristics of students with exemplary Leadership Ability (LA)?

Students with exemplary leadership ability are those who are passionate or have the potential to be passionate about issues that affect their community or environment. They have a strong desire to help others or improve situations. They initiate and participate in activities that would serve or benefit others positively. They are our future politicians, activists, change makers, uniters, lawyers, advocates, educators, administrators, coaches, and more!
(For a complete list of Leadership Ability student characteristics, see Attachment H – LA found in Reference Guide 5233.3.)

What are the referral requirements for the LA Category (Grade 2 and Above)?

The Leadership Ability Category referral requires completion of the following for each student referred:

1) An online GATE application (MiSiS)

2) Documentation/Paperwork (Reference Guide 5233.3)
- Attachment E: Parent Consent
- Attachment F: Request for Assessment

3) An e-Portfolio comprised of the following **two** components:
- Attachment F-1 (Reference Guide 5233.3)
- 3 to 5 Student Artifacts (collected by the school)
- *Note: Schools may submit the e-Portfolio and Attachment F-1 (summary page) on a PowerPoint or Google Slides.*

How are referrals submitted?

LA referrals (paperwork and e-Portfolios) should be submitted by the school GATE coordinator **via email only** to Michelle Papazyan, District Coordinator, at **mpapazya@lausd.net**, no later than 5:00 p.m. on the third Friday in May each year.

- Paperwork and e-Portfolio should be emailed together for each student referral and NOT emailed separately. The email subject line should read: **LA Referral_Student's First Initial_Student's Last Name_Grade Level_Name of School**
- Schools submitting multiple student referrals at the same time can do so in one email or may submit separate emails for each student referred. Student names can be excluded from the email's subject line.
- Incomplete referrals will not be processed or evaluated. They will be marked as "incomplete" in MiSiS and returned to schools via email.
- Referrals with paperwork submitted as JPEG/PNG files or PDF attachments comprised of JPEG/PNG files (screenshots) that are illegible will not be processed.
- LA referrals are evaluated quarterly. Schools will be notified of the results by school mail.
- Students who do not qualify can be reassessed after one year using the same process.

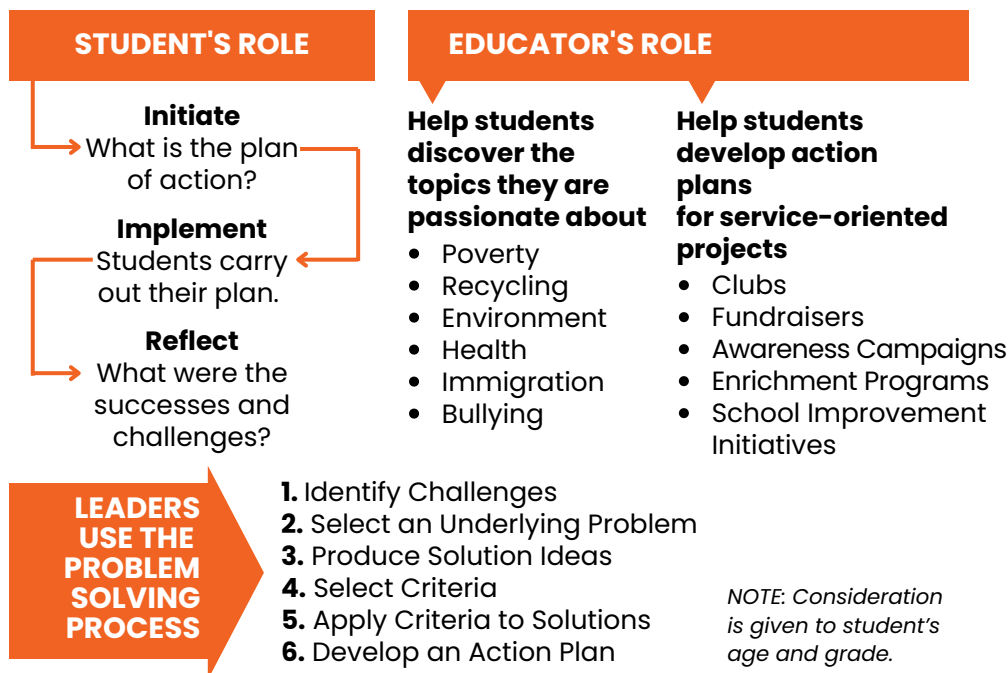**Michelle Papazyan, LAUSD**

What are portfolio artifacts?

- Artifacts for the portfolio should be **assigned by and completed at** the school site. Students may continue to work on the artifacts outside of school as needed.

- Artifacts should demonstrate **exemplary** ability. Students with exemplary ability exhibit skills and traits that are advanced and above those of their chronological peers.

- Artifacts can be, but are not limited to, products, projects, activities, lessons, tasks, flyers, certificates letters of recommendation or commendation, etc. that demonstrate the student's ability to initiate, implement, and reflect on service-oriented initiatives.

- Artifacts can be in **multimedia** format, i.e., links, that lead to digital documents or products (e.g., photos, videos, blogs, websites, handouts, presentations, flyers, agenda, interviews, or letters). Artifact links should be listed in the summary section of Attachment F-1.

- Artifacts can be the **student's original work** (Word documents, PDFs, PPTs, etc.). Original work should be emailed as attachments.

What are the criteria for portfolio artifacts?

Students with exemplary leadership ability demonstrate their talent by participating in and initiating activities that serve and benefit their community. Such activities are often demonstrated through service-oriented community projects. These projects involve the development and implementation of action plans that require students to problem solve and think both critically and creatively. Artifacts should demonstrate a student's ability to plan, initiate, organize, implement, and reflect on service-oriented tasks/projects that help, change, or improve their community.

LEADERSHIP ABILITY PROJECTS

STUDENT'S ROLE

Initiate
What is the plan of action?

Implement
Students carry out their plan.

Reflect
What were the successes and challenges?

EDUCATOR'S ROLE

Help students discover the topics they are passionate about
- Poverty
- Recycling
- Environment
- Health
- Immigration
- Bullying

Help students develop action plans for service-oriented projects
- Clubs
- Fundraisers
- Awareness Campaigns
- Enrichment Programs
- School Improvement Initiatives

LEADERS USE THE PROBLEM SOLVING PROCESS

1. Identify Challenges
2. Select an Underlying Problem
3. Produce Solution Ideas
4. Select Criteria
5. Apply Criteria to Solutions
6. Develop an Action Plan

NOTE: Consideration is given to student's age and grade.

LA Portfolio Tips

- **Important:** The portfolio and summary page should NOT be completed by a parent/guardian.

- Examples of community themes/topics include but are not limited to environmental issues, poverty, health care, animal rights, etc.

- Examples of service-oriented projects include but are not limited to charity campaigns, school fairs, awareness campaigns, assemblies, improvement projects, enrichment programs, etc.

- Artifacts should demonstrate the student's ability to initiate projects, not just participate in projects or activities created by others. For example, being elected to or joining student government does not demonstrate exceptional leadership ability.

- Evidence of project implementation and completion is important.

- Project completion may span over multiple grade levels.

- Projects should demonstrate depth, complexity, and novelty.

- Artifacts that exemplify achievement tasks only, such as multiple-choice assessments, or assignments that demonstrate average or below grade-level work should not be submitted.

- Artifact summaries listed on Attachment F-1 are vital to the evaluation team. Schools should provide as much information as possible for each artifact, such as the leadership traits exemplified, description of the problem-solving process utilized, organization/logistics of event, rationale for why the project is exemplary and shows depth, student background, etc.

- Schools should not submit the exact same artifacts and summaries/explanations for multiple students. If students worked on the same project/activity, there should be clear differentiation in their roles and contributions.

- The portfolio and summary page (Attachment F-1) should not be completed by a parent.

- Artifacts not assigned by school staff are only permitted for two of the five artifacts as long as the first three artifacts were initiated by the school.

- Schools that need further guidance and training may sign up for a small group training on this topic. Trainings can be found in MyPLN (Keyword: GATE).

- Student portfolios are considered assessments. Sample portfolios cannot be shared with GATE coordinators or school staff for purposes of "sample-viewing."

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