

**REPORT OF THE
DEPARTMENT OF EDUCATION**

**STUDY OF THE FEASIBILITY
AND APPROPRIATENESS OF
GOVERNOR'S SCHOOL FOR
STUDENT LEADERSHIP**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



HOUSE DOCUMENT NO. 84

**COMMONWEALTH OF VIRGINIA
RICHMOND
2000**





COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

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January 13, 2000

The Honorable James S. Gilmore, III
Governor of Virginia, and
The General Assembly of Virginia
3rd Floor State Capitol Building
Richmond, Virginia 23219

Dear Governor Gilmore and Members of the General Assembly:

I am pleased to transmit the attached document, *Study of the Feasibility and Appropriateness of A Governor's School for Student Leadership*, which was authorized by HJR 701 of the 1999 General Assembly.

The study addresses the need for a statewide summer Governor's School for Student Leadership and associated operational issues, including program components curricula. It also includes information about other leadership programs in Virginia and in other states. The study was conducted by the Department of Education staff and approved by the Board of Education on January 6, 2000.

Sincerely,

A handwritten signature in cursive script that reads "Jo Lynne DeMary".

Jo Lynne DeMary
Acting Superintendent of Public Instruction

JLD/ADW/gjm

Enclosure

PREFACE

This study was authorized by House Joint Resolution 701 (HJR 701), mandating that the Board of Education, through the Department of Education, examine the feasibility and appropriateness of establishing a statewide summer Governor's School for Student Leadership. In accordance with HJR 701, this report addresses the need for a specific program in student leadership, the curriculum for such a school, the location and funding of such a school, and a study of similar schools in other states.

The principal investigators of this study were Jeffrey Schultz, director of leadership programs, John F. Kennedy High School, Silver Spring, Maryland, consultant; and Dr. Barbara McGonagill, specialist for governor's schools and gifted education, Virginia Department of Education (VDOE). Appreciation is extended to the members of the advisory committee for this study and to the others who participated in the process.

The principal investigators acknowledge with grateful appreciation the assistance of Dr. Jo Lynne DeMary, acting superintendent of public instruction, Virginia Department of Education; Dr. Patricia Wright, director, Office of Secondary Instructional Services; and Dr. Yvonne Thayer, specialist for policy, Virginia Department of Education, for their supervision of the development of this study and final report.

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EXECUTIVE SUMMARY

House Joint Resolution 701 (HJR 701) mandated the study of the feasibility and appropriateness of establishing a statewide summer Governor's School for Student Leadership. The following major issues were cited in the resolution as considerations for the study: "(1) need for specific leadership training; (2) types of programs and curricula; (3) location, governance, and funding; (4) existence of similar schools in the Commonwealth or in other states; and (5) other issues as it deems appropriate."

An advisory committee with members from across the Commonwealth of Virginia was established to direct the study and to develop recommendations for the Virginia Board of Education. The members of the advisory committee identified various items that were included under the major issues for consideration:

- Need for a statewide summer Governor's School for Student Leadership
- Selection of students
- Components to be included
- Size of the school
- Types of required curricula, facilities, and resources

A survey was developed and sent to division superintendents in all school divisions in Virginia. Responses from the superintendents' survey indicated a need for a statewide summer Governor's School for Student Leadership.

The Board of Education makes no recommendations as to funding. If the General Assembly chooses to fund the Governor's School for Leadership Studies, the Board of Education shall seek proposals from interested host institutions and the Board shall designate a site based on submitted proposals.

CHAPTER I. INTRODUCTION

House Joint Resolution 701 (Appendix A, HJR 701) requests that the Virginia Board of Education, through the Virginia Department of Education, study the feasibility and appropriateness of establishing a Governor's School for Student Leadership. The legislation cited the use of the Jepson School for Leadership Studies at the University of Richmond as a possible model for the program.

HJR 701 Primary Purposes

HJR 701 cites the need, in conjunction with the Standards of Quality, to promote programs that foster effective educational leadership and that "such activities are essential for the advancement of public education in the Commonwealth." Additionally, the resolution emphasizes the need for the development of leadership skills and qualities within students so that they may become leaders themselves in their educational and vocational pursuits. The study addresses four areas:

- The need for specific leadership training and the types of curricula such a statewide summer Governor's School should offer
- The location, governance, and funding of such a school
- Similar regional or special schools in other states
- Other issues, as deemed appropriate

Virginia Governor's Schools

Standard 1 of the Standards of Quality requires that local school boards implement the early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs [§22.1-253.13:1D.7]. The Virginia Board of Education has promulgated regulations addressing services for gifted students entitled, *Regulations Governing Education Services for Gifted Students*. State regulations define gifted students as

...students in public elementary and secondary schools beginning with kindergarten through graduation whose abilities and potential for accomplishment are so outstanding that they require

special programs to meet their educational needs. [VR 270-01-0002]

Gifted and talented students are identified as having potential or demonstrated abilities, and who show evidence of high performance capabilities, *which may include leadership*, in one or more areas: intellectual aptitude(s), specific academic aptitude, technical and practical arts aptitude, and the visual or performing arts aptitude.

Appropriately differentiated curricula for gifted students provide both accelerated and enrichment opportunities to experience advanced content and pacing of instruction, to conduct original research, or to develop original products. Numerous instructional strategies are used to address the learning needs of gifted students:

- In-class differentiation
- Part-time and full-time center-based classrooms
- Advanced and honors courses
- Special counseling
- Mentorship programs
- Governor's Schools

The Virginia Department of Education sponsors the Virginia Governor's Schools, disbursing funding allocated by the Virginia General Assembly for such purposes. Three types of programs are available throughout Virginia: Summer Residential, Summer Regional, and Academic Year Governor's Schools. These programs operate at a variety of academic sites and annually serve more than 6,000 gifted students. The Virginia Department of Education approves programs based on Virginia Board of Education regulations and guidelines for such programs. The Virginia Department of Education also conducts evaluations of the programs to determine their effectiveness and whether the programs should be recommended for continued funding.

The Academic Year Governor's Schools and the Summer Regional Governor's Schools, once approved, continue services based on periodic evaluation. Summer Residential Governor's Schools are selected through a request for proposal (RFP) process and they are evaluated through a lengthy on-site visit one time during the contract period. In 1998, the Virginia Department of Education moved to a five-year cycle for Summer Residential contracts; most of the current contracts will expire in 2003. Funding for the

Summer Residential Governor's Schools is shared by the General Assembly and the localities.

Statewide Summer Residential Governor's Schools

The statewide Summer Residential Governor's School program began in 1973 as an initiative of Governor Holton, the Secretary of Education, and the Governor's Advisory Committee for the Education of the Gifted. These Governor's Schools currently offer a rigorous program to approximately 600 high school juniors and seniors throughout the state. For four to five weeks, students have the opportunity on a college or university campus to tackle academic or artistic pursuits in an atmosphere that fosters hard work, creativity, and respect for others. These programs accelerate instruction and are modeled around college-level academic and arts curricula.

Virginia Summer Residential Governor's Schools provide challenging educational opportunities in the visual and performing arts; mathematics, sciences, technology; and the humanities that are not available to the participants in their regular high schools. These programs stress non-traditional teaching and learning techniques documented in best practices research as essential and successful strategies for gifted learners. Course content tends to be interdisciplinary in nature; it incorporates extensive research, field studies, mentorships, authentic problem solving and culminates in diverse student productions. Most Governor's Schools' content is highly theoretical and conceptual in nature. Skill development is subsumed under broad-based issues, themes, and problems. Provisions for staff and curriculum development opportunities, to enable the teaching staff to target instructional design at the college level, are integral components of the approval process for all prospective Governor's Schools.

All Governor's School programs are funded through the Appropriation Act of the General Assembly (Chapter 935, Item 141, 1999 Virginia Acts of Assembly) with additional funding and in-kind support from participating school divisions, community colleges, and institutions of higher education. Program directors of Governor's Schools are required to conduct annual evaluations, that must include information from students, faculty, and parents. Summaries of the evaluative data are used by the Virginia Department of Education to determine if the Governor's Schools are fulfilling their mission and what, if any, modifications need to be made for continued funding.

The Virginia Department of Education contracts with colleges and universities to operate these programs through a competitive five-year contract. Contracts are awarded based on established criteria for facilities, curriculum, staff development, and program administration. In 1999, six statewide Summer Residential Governor's Schools were offered:

- The Humanities Program (200 students) at the University of Richmond
- The Visual and Performing Arts Program (200 students) at the University of Richmond
- The Mathematics, Science, and Technology Program (200 students) at Lynchburg College
- Mentorships in Medicine (30 students) at Virginia Commonwealth University's College of Medicine (VCU/MCV) on the Medical College of Virginia campus
- Mentorships in Engineering (14 students) at NASA/Langley, in Hampton
- Mentorships in Oceanography (6 students) at the Virginia Institute of Marine Science (VIMS), The College of William and Mary, at Gloucester Point

Each residential site focuses on one area of interest and ability. Students live on college campuses for four to five weeks. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted national and international scholars. In the mentorships, students work side-by-side with some of the Commonwealth's most respected research scientists, physicians, and other professionals. In addition, participants live, study, and socialize with other students from all regions of Virginia who share similar interests and abilities. Recreation and free time are provided outside of the academic environment; however, many co-curricular activities are provided that extend the students' academic interests.

Currently, any tenth- or eleventh-grade Virginia student, who has been identified as gifted, may apply for the summer residential schools. Applications are sent to the high school counselors, gifted education

coordinators, and to headmasters of private schools in the fall of each year. The number of students in grades 10 and 11, by division, determines the number of students each school or private school region may nominate.

Teachers, guidance counselors, peers, parents, and students may make nominations. Consideration is given to students' academic records, test scores, extra-curricular activities and achievements, statements of interests, examples of creativity, original essays, and teacher recommendations. Students in the arts must audition or submit portfolios of selected work for review. Local school divisions' selection committees choose the nominees from each division and then forward those applications to the Virginia Department of Education. Final selection is made by the Virginia Department of Education, based on the total score and rank assigned to each applicant by the division.

CHAPTER II. THEORETICAL RESEARCH AND EXISTING PROGRAMS

Leadership as a Function of Giftedness

The United States Department of Education defines gifted students as

...children who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities. [Section 582 PL 97-35, the Education Consolidation and Improvement Act, US Congress, 1981]

This definition has, for years, been adopted and adapted by the various states as the foundation of their provisions to address the needs of gifted learners. Currently, *The Virginia Plan for the Gifted*, specifies that gifted students are those students who

...have potential and /or demonstrated abilities and who give evidence of high performance capabilities (which may include leadership) in one or more of the following categories: General Intellectual Aptitude, Specific Academic Aptitude, Technical and

Practical Arts, and Visual and Performing Arts. [8VAC 20-40-20]

The inclusion of “leadership” in the Virginia definition reflects research into the various aspects of giftedness. The educational community has recognized that gifted students illustrate their societal focus in many ways:

- their involvement with the meta-needs of society,
- their desire to solve social and environmental problems, and
- their use of advanced cognitive and affective capacity for conceptualizing and solving societal problems. (Clark, 1988)

Many of these same attributes or abilities mirror Gardner’s theory of “interpersonal intelligence” which explains certain individuals’ ability to understand others actions and their motivations.

The ability to act productively based on that knowledge... children skilled in this domain can be perceived as leaders and organizers in the classroom, cognizant of how and where other children spend their time, and as sensitive to the needs and feelings of others. (Ramos-Ford & Gardner, 1991, pp.57-58)

Research into gifted students’ social and emotional characteristics supports that curriculum and academic provisions for these students must enable them to achieve their potential in interpersonal relationships. Clark (1988) has highlighted several needs that must be addressed for these students:

- They need to learn to be effective members of a group.
- They need to understand what is going on in a group, and how to influence the group process.
- They need to extend one’s feelings of membership from family and small group to the community at large.
- They need to extend identification with one’s community to identification with the human community.

For the gifted student, leadership is less process than it is concept and theory. These students, even at a young age, will recognize consequence of action and will be able to discern multiple levels of consequences on different persons involved in the same situation. (Clark, 1988) Consequently, for gifted students, leadership is not necessarily “how,” but more importantly “why” certain actions or decisions need to be made.

The emphasis in curriculum for such learning experiences should be highly conceptual in nature. It should include becoming aware of many aspects of life and thinking simultaneously:

- awareness of one's own strengths
- awareness of the needs of others
- awareness of real problems
- awareness of global issues
- awareness of the positive qualities of good leaders and the negative qualities of poor leaders
- awareness of group processes and cooperative communication skills

Leadership for gifted students according to Richardson and Feldhusen (1988) must help them understand that leaders have superior skill, quality of knowledge, and personal position. One major aspect of the conceptual curriculum for gifted students should address the nature, characteristics, and role of ethics in leadership. Students are shown examples of leaders who employ or do not incorporate ethics in their endeavors. Students are encouraged to discuss and draw conclusions about the consequences of such actions. The intention of such discussion is to enable students to acknowledge the manipulation that some less ethical leaders may use to attain their goals. (Silverman, 1993)

The inclusion of opportunities to discuss, analyze, and experience the concept and nature of ethics helps students understand why respected leaders characteristically choose ethical rather than expedient alternatives when faced with dilemmas. It enables students to understand how and why certain leaders remain committed to principles and causes in the face of opposition. Further, it demonstrates to potential leaders that part of the process of leadership involves compassion, forgiveness, and admitting one's shortcomings. (Getzels & Jackson, 1962; Lindsay, 1988)

While surveys of gifted students say they do not consider themselves leaders, other data contradicts their personal perceptions. Much literature from the 1980s concludes that their peers indicate that they consider the gifted as both likeable and leaders within the group. (Clark, 1988) These conclusions mirror other studies from the 1920s to the early 1970s indicating that children choose leaders who are slightly above the average intelligence of their group. (Hollingsworth, 1926; Pasternak & Silvey, 1969)

When placed in a more realistic peer relationship with other gifted students, researchers have documented enhanced self-esteem among gifted students. These encounters with peers of similar interests and abilities offer the gifted the opportunity for social interaction.

With true peers, gifted children can be themselves, laugh at the same jokes, play games at the same level, share the depth of their sensitivity, and develop more complex values. In these relationships, there is more opportunity for equal give and take. And through interaction with others with similar capabilities, they quickly learn that they cannot be the best at everything or always have their own way. (Silverman, 1993, pp. 169-170)

A “ripple effect” of such programs transfers the gains in positive leadership experiences students acquired in these special programs to the larger community. Gifted learners are then shown to be more comfortable and socially adept in other peer groups especially ones that are more diversely composed. Consequently, when these students return to their home school settings, they more readily and effectively assume both formal and informal leadership positions. (Higham & Buescher, 1987)

Leadership within the Context of Gifted Education Curriculum and Programs

Major curriculum developers for gifted learners have recognized the need to include leadership development and concepts in all aspects of their works. Interpersonal skills have been emphasized in the work of Maker (1986), Passow (1986), and VanTassel-Baska (1992). Scopes and sequences of skills in the leadership area have been incorporated into the foundations of some states' curriculum for gifted learners. (Hiatt, 1996) Several theoretical programming models include an emphasis on the affective domain and developing effective interpersonal skills as major components of their modifications for these students. (Betts, 1985; Renzulli & Reis 1985, Sharan & Sharan, 1976; Treffinger, 1975)

The pre-eminent goal of gifted education is promoting and instilling the concept of the “life-long learner” who takes active responsibility for his or her own intellectual and affective growth. These students demonstrate their sense of active responsibility by soliciting and accepting numerous leadership

positions. Effective curriculum for the gifted allows students to develop the skills and knowledge

- to confront realistic problems,
- to assess the components of successful solutions,
- to recognize and develop the skills effective leaders need to make meaningful change occur, and
- to understand the time the change process requires.

These skills and experiences, presented from different vantagepoints through interdisciplinary studies, enable the student to understand the nature of the environment and participants that created both the problem itself, and its solution. (Silverman, 1993)

Evaluation of successful curriculum for the gifted assesses the degree to which it allows, encourages, and assists gifted learners in developing their cognitive abilities and their affective behaviors. Effective programs for the gifted encourage students to acknowledge the diversity of people and their cultures, experience the dichotomy that often exists within people and their choices, think critically about both short- and long-term consequences, and know how and when to offer specific information and strategies to ameliorate situations that confront humanity. (Silverman, 1993)

Leadership Programs

Statewide Leadership Training in Virginia

While numerous, noteworthy, and highly effective leadership programs are offered by Virginia public and private colleges and universities, most are directed toward adult learners. In order to maintain focus in this review, programs presented in it focus on the leadership skills and studies developed to serve students, and more specifically, the high school students.

Several different training opportunities for student leaders are currently offered in Virginia. Many are national in origin and are supported by local or state branches. The programs vary in length, ages of participants, and their activities. These programs emphasize the training needed to enable elected officers and would-be officers to serve more effectively within the school community. These training opportunities seek to acquaint the student leaders with the democratic process. All are highly process-oriented, in that they seek

directly to enhance student leadership. This emphasis on process is consistent with both the missions of and the duration of these programs.

The following student leadership training opportunities are available to students within the Commonwealth of Virginia. Where possible, a brief synopsis is provided to highlight the objectives and specifics of each program:

- American Legion Auxiliary Girls State
- American Legion Boys State
- HOBY Ambassadors, Leadership Seminars
- Junior Reserve Officer's Training Corp (JROTC)
- North American Invitation Model United Nations
- Virginia Association of Secondary School Principals
- Virginia High School League
- The Virginia School-University Partnership

HOBY Ambassadors, Leadership Seminars

The nationally based HOBY program offers a series of leadership seminars designed to prepare high school sophomores to become effective, ethical leaders in their homes, schools, and communities. The format features guest speakers from business and industry who share their successes and inspirations on a personal level with the student participants in question and answer sessions. Students have the opportunity to identify and further develop their leadership talents through interactive activities.

The program serves approximately 14,000 students from each of the 50 states, the District of Columbia, Canada, and Mexico. HOBY's Leadership for Service encourages the HOBY Ambassadors to give back through community service.

Junior Reserve Officer's Training Corps (JROTC)

Offered in a majority of Virginia high schools, the Junior Reserve Officer's Training Corp, known as JROTC, has for more than 30 years provided leadership training and practice to young men and women interested in acquiring a military-inspired experience. The program emulates the workings of an actual military unit, with the cadets themselves in actual leadership of their peers. Students assume roles with the unit such as supply, administrative, or commanding officer with all the responsibilities expected from professionals in those positions. Students must "call their own plays"

and are directly responsible for the behavior and performance of their subordinates. The program places authority, responsibility, and accountability in the hands of the cadets.

Students in the JROTC learn the difficulties of leading and directing peers. The skills required to lead peers effectively are learned through training, practice, and experience under the direction of trained JROTC instructors most of whom are retired military personnel. These former military officers and non-commissioned officers provide initial training and guidance to cadets assigned to their program.

North American Invitation Model United Nations

Sponsored by the Georgetown International Relations Associations, the Model United Nations provides students with the opportunity to sharpen their understanding of diverging opinions within the international community, and to enhance and expand their debating, negotiating, and presentation skills. The weekend-long program, hosted in the nation's capital, demonstrates the difficulties involved in playing a respectful role within the international community. Working with bilateral and multilateral treaties, customs, international tribunals, arbitration, and international legal scholarship, the Model United Nations provides students with a realistic picture of the global diplomatic process.

Virginia Association of Secondary School Principals, Division of Student Leadership Services

Established by the Virginia Association of Secondary School Principals (VASSP) in 1994, the Division of Student Leadership Services (DSLS) fosters leadership learning among secondary students and strives to improve the leadership learning opportunities for student leaders throughout the Commonwealth. Membership in DSLS automatically gives schools an affiliation with three important statewide organizations in student leadership: Virginia Student Councils Association, Virginia Association of Honor Societies, and Virginia Association of Student Activity Advisers.

The Virginia Student Councils Association (VSCA) is an organization for student leaders from private and public schools throughout the Commonwealth. It provides training experiences in leadership and opportunities to practice the citizenship skills necessary for effective participation in our democratic society. VSCA encourages the formation,

development, and expansion of student councils in all K-12 schools in Virginia. Its goals address the need to instill American ideals, foster student leadership, and assist all student councils in becoming more effective. Through membership, it promotes student participation within the school and community and advocates that councils should focus their leadership endeavors on addressing and solving the relevant problems schools face.

Additionally, VASSP/DSL members are affiliated with the Virginia Association of Honor Societies (VAHS). This statewide organization is a forum for schools that have National Honor Society or National Junior Honor Society chapters. This organization encourages academic achievement while developing other characteristics essential to citizens in a democracy. VAHS provides needed support as these co-curricular organizations create enthusiasm for scholarship, stimulate a desire to render service, and develop character in the students in middle and high schools in Virginia.

VASSP/DSL sponsors several training activities throughout the year to promote the ideals of leadership, scholarship, service, and character. Through its annual VAHS conference, students have access to nationally known keynote speakers through concurrent and general sessions. The VSCA Summer Leadership Workshop is open to all member schools. This workshop focuses on developing student leadership skills and is based on the premise that leadership is an acquired ability that can be developed through sound instruction and practice. Summer workshops are open to elementary, middle and high school students. Additionally, an advisors' workshop is sponsored to address the needs of program advisors. Training in building and developing honor societies is the major focus of these sessions that provide ideas, techniques, and motivation for advisors.

Virginia High School League

The Virginia High School League (VHSL) Student Leaders Conference is an annual event that originated in Virginia Beach at Ocean Lakes High School in 1997. Robinson High School in Northern Virginia hosted the conference in 1998 and James River High School served as the site in Richmond in 1999. The conference travels to Heritage High School in Lynchburg in 2000.

The conference gathers more than 800 students and advisors together to develop and refine their leadership skills. Activities include motivational speakers, instructional classes, small group meetings, and problem-solving

exercises. Social and recreational activities are incorporated into the conference. Students and advisors leave with a greater understanding of their roles as leaders and with direction and plans as to where their individual schools should focus their efforts in the coming year.

Virginia School-University Partnership

The Virginia School-University Partnership is a non-profit collaboration among the University of Virginia's (UVA) Curry School of Education, 16 central Virginia school divisions, and the Virginia Association of School Superintendents. The Partnership provides professional development and leadership training for its members including a free Student Leadership Conference. Students and student activity directors from participating divisions' high schools meet to share ideas and discuss issues of importance to them. Conference goals are to provide student leaders with the skills they will need to contribute to and improve their own educational environment.

The conference is held annually on the Thursday of UVA's Spring Break week. School activity directors are provided with information to select the following:

- student representatives,
- a student topic leader,
- a student assigned to a special focus group to discuss the key issue of the conference, and
- an article related to the theme of the conference.

The 1999 conference, involving nearly 200 students from central Virginia, featured the theme of "Better Leaders=Better Schools." The focus issue was "motivating students to improve their performance on the Standards of Learning tests" with guest speaker, Superintendent of Public Instruction Paul Stapleton.

Local Leadership Training Programs in Virginia

Several public school divisions, organizations, and cities have developed local programs to meet specific needs established by the sponsoring group. These programs vary in length of training or service. While most offer short-term involvement, the Henrico County Public School Division's specialty center is a high school program with long-term interaction among students and a variety of leaders.

Most programs seek to increase student leaders' abilities to communicate, to work effectively in groups, to analyze and evaluate events and issues, and to plan and implement activities in their schools. These programs work to engender self-understanding and self-confidence in those who participate. In most situations, participants are middle school or high school students. When available, a brief synopsis, of the program and its objectives, is provided:

- Hanover County – Emerging Leaders Program – two weeks in the summer with school year follow-up
- Henrico County – Center for Leadership, Government, and Global Economics
- Virginia Beach – Six one-week leadership programs
- University of Virginia – Young Women Leaders Program

Hanover County Public Schools - Emerging Leaders Program

The Hanover County Public Schools program, Emerging Leaders: A Collaborative Investment of the Future, introduces leadership education as a “pervasive and revitalizing force in secondary schools.” Its goal is to help gifted young students realize their potential to assume leadership responsibilities in community life, government, business, and other spheres. It involves two components in its format: the Summer Leadership Institute, and the Academic Year Continuation. Students are evaluated on the basis of a portfolio that documents their experiences in the areas of leadership, academic scholarship, and citizenship. Authentic products developed by the participants serve as evidence of the effectiveness of the program and its objectives.

Henrico County Center for Leadership, Government, and Global Economics

Douglas Freeman High School is the site of the specialty center Henrico County Public Schools has established in Leadership, Government, and Global Economics. This full-time high school offers students a comprehensive curriculum that is designed to prepare students to be knowledgeable, responsible, and ethical leaders. Students have access to an advanced study of government, history, and the free enterprise system. Students work in the traditional high school format and additionally are able to observe and interact with local governmental and entrepreneurial leaders through partnerships and special programs.

Students are assisted in their development of leadership skills that will be needed in the 21st Century. The center emphasizes the identification and development of personal leadership qualities through student and guest presentations, and through a variety of research and mentorship options students choose to pursue.

Virginia Beach City Public Schools – Middle School Student Leadership Workshop

Virginia Beach City Public Schools (VBCPS) offers an organized program for leadership training for 125 selected student leaders from the city's middle schools. The five-day program is designed to increase student leaders' abilities to communicate; to work effectively in groups; to analyze and evaluate events, and issues; and to implement activities in their schools. By expanding student leaders' self-understanding and self-confidence, and encouraging them to develop sound philosophies of leadership, the city schools benefit from their ability to motivate and persuade their peers toward positive goals. The program is housed on the Virginia Wesleyan College with the VBCPS assuming all the financial costs. In addition to the leadership aspects of the curriculum, the program offers middle school students a variety of workshop activities, recreational endeavors, and discussion opportunities.

Students are presented with activities and projects that incorporate problem solving and decision making, conducting effective meetings, understanding and employing group dynamics, communicating and organizing structures, modeling roles, and the philosophy of leadership and officer responsibilities. The goal of the program is to enable student leaders to "Become Challenged to Accept the Responsibility Others Have Placed in YOU."

University of Virginia's Young Women Leaders Program

The University of Virginia has established a free nine-week partnering program that focuses on promoting middle school girls' leadership abilities. Local seventh- and eighth-grade girls who would like to participate are paired with University of Virginia undergraduate women to work on exploring how women and girls can best reach their leadership potential. The program requires a one-year commitment from the undergraduate "big sisters," who spend one semester in training before being partnered with middle school girls.

Schools for Student Leadership in Other States

The review of the literature revealed several Governor's Schools or specialty programs in leadership. Some are still in operation, while others have ceased activity.

Greater Oregon Academy for Leadership and Service (G.O.A.L.S)

The Greater Oregon Academy for Leadership and Service (G.O.A.L.S) is a year-long program that challenges diverse youth to develop their innate leadership abilities and to become positive "voices" for youth in their communities. It features a two-phased process of training and equipping students to undertake experiential learning opportunities and community service projects. The Summer Institute is housed on the campus of Willamette University and is offered to approximately 50 high school students. The three-week program provides skill training as the foundation for ongoing leadership and service projects students undertake during the next school year.

Oregon Governor's School students become involved in refining and implementing the strategic plans for their Community Leadership Program (CliPs) created during the Summer Institute. Students are urged to target a problem that exists in their specific communities as a means of applying the different skills and strategies they have learned during the summer program.

Kentucky Governor's Scholars Program

This five-week residential program is offered to 700 rising juniors. Hosted by two different Kentucky universities annually, the program creates an environment that is conducive to build a community of friends and learners. The program seeks to enable high ability students to achieve their academic and personal potential and cultivate their leadership capabilities; to expand students' horizons, develop their flexibility, creativity, and critical thinking while heightening their sensitivity to future possibilities; and stimulate, encourage, and reward excellence in Kentucky schools.

Louisiana's Governor's Program for Gifted Children

Louisiana's Governor's Program for Gifted Children is a seven-week academic program offering enrichment, artistic endeavors, and opportunities to make new friends from across the state. The residential program is housed on the McNeese State University campus in Lake Charles. The Governor's

Program is the oldest in the state and perhaps the nation. The program celebrated its 42nd year of service in 1999. Its comprehensive approach to working with the gifted child recognizes the concerns shown in the research that the affective needs of gifted learners often go under- or un-served. Its aim, to develop the whole child, is seen in its use of data from previous attendants to build future courses and program options.

Maryland Summer Center for Leadership Development

This one-week program offers sixth- through eighth-grade students an opportunity to examine their own leadership style and learn how to work effectively with others through real-life problems and situations. The center's objectives are to enable students to learn the fundamentals of leadership and to understand how and why people are persuaded to achieve goals.

Texas Honors Leadership Program

In the early 1990s, Dr. Dorothy Sisk assumed the Conn Chair for Gifted Education at Lamar University in Beaumont, Texas. The Center for Creativity, Innovation, and Leadership, which originated at the University of South Florida, became a component of the Lamar University Program in gifted education. In the early 1990s, Texas began to offer programs for gifted learners through the Governor's School summer residential model. Emphasis was placed on the development of leadership and practical research skills including group and individual efforts in which the students identify problems and issues in small seminars with content experts. This program continues to operate with state funds and matching support from Lamar University and private donors.

Evaluation information is available for the last five years. It summarizes the conclusions from parents, students, and faculty. Pre- and post-data on leadership, thinking skills, and creativity measures are available for students who have attended since the program's inception. Results of longitudinal assessment of participants' demonstrated leadership in their schools and communities are also available.

USF Governor's Summer Leadership Program for Young Women

Established in the 1980s by Dr. Dorothy Sisk, the University of South Florida program was sponsored by the Center for Creativity, Innovation, and Leadership, through the College of Education. It served gifted high school

students within a month-long residential program emphasizing the interdisciplinary consideration of leadership as well as the process and styles of successful leaders.

In the early 1990s, the program was modified to serve rising eighth-through tenth-grade girls. The program's goals are to develop and enhance leadership skills. The program recognizes that leadership in the information age is dependent not only on the acquisition of specific knowledge, but also on the ability to communicate and influence others with this knowledge. Through an inquiry-based approach, the program culminates with interdisciplinary forum where students share the results of their investigations.

Each year, the Florida Department of Education funds specific Governor's Summer Programs. In the summer of 1999, the program did not seek funding; it is anticipated that it will seek funding for the summer of 2000.

Vermont's Governor's Institute on Public Issues and Youth Empowerment

This school has been in existence for ten years. In Vermont's unique form of governor's schools, high school students attend an intensive one-week summer institute on public issues and youth empowerment, then assume leadership positions in their schools and communities. The institute seeks to provide an atmosphere that offers intellectual challenge, nurtures emotional and social skills, and models shared power, all key components in youth empowerment.

Citing a supportive climate for sharing ideas, participants reported increased confidence, skills, inspiration, and motivation. After attending the programs, students have taken on community-service learning projects, initiated student activist groups, and presented the views of youth to adults at an education conference and in a congressional hearing.

Washington Governor's School for Citizen Leadership

The Washington Governor's School for Citizen Leadership was a four-week residential school, for one hundred students, dedicated to reconnecting young people with their communities, igniting their sense of social responsibility, and empowering them to take action in their home communities.

In a major sense, the curriculum of the Governor's School was the process of the activities as well as the content. Its activities were experiential, interactive, and Socratic in nature. The curriculum emphasized expressive arts, interpersonal and team skills, critical thinking, and community building. Students went into the local community (Seattle) to study community problems. The program's goal was for students to return to their home schools and identify and address local problems. This program has ceased to operate; contact with the Washington Department of Education has generated little additional information.

CHAPTER III. PROCEDURES AND FINDINGS

Procedures

The procedures followed in this study focused on a review of current Governor's Schools in Virginia, the opportunities for student leaders in public schools and supporting organizations, Governor's Schools emphasizing leadership in other states, the input from an advisory committee, and a survey of school superintendents. The study was divided into three phases.

Phase I – The Advisory Committee

The major thrust of the first phase of the study was the establishment of an advisory committee to guide the study and to assist in identifying certain criteria requested in HJR 701. The advisory committee consisted of representatives from key constituent groups throughout the state who had interest in student leadership or programs for gifted learners. The Superintendent of Public Instruction issued the invitations for membership on the committee. Members of the committee are listed in Appendix B.

The first meeting of the advisory committee was held on July 7, 1999 at the Wingate Inn in Richmond, Virginia. During this meeting the committee provided responses to the following questions with information from best practice, research, and anecdotal information. Their conclusions and recommendations appear in Chapter III of this document.

- How would students and the Commonwealth of Virginia benefit from a statewide summer Governor's School for Student Leadership?
- How should students be selected?

- What components should be included?
- How many students should be enrolled?
- How should a statewide summer Governor's School for Student leadership be funded?

Phase II – The Survey

A survey instrument was developed and distributed to superintendents of all Virginia school divisions. Superintendent's Memo No. 160, issued August 27, 1999, provided division superintendents with additional information about the survey and requested their timely assistance with its completion. The survey is included in the appendices of this document.

Phase III – Compilation and Analysis

The procedures in Phase III involved the tabulation of the responses from the survey. During the completion of Phase III, a meeting of the advisory committee was held on August 19, 1999. The participants were asked to identify important elements of the curriculum, the schedule and duration of such a program, facility needs, and the issue of funding.

At this meeting, members were able to review similar programs from other states. A review of current offerings revealed that several states have Governor's Schools or similar programs in student leadership.

Study Findings

The study findings offered within this report were based on the review of programs in existence or previously in existence; the input from the advisory committee; input from research and best practices; and the results of the survey. The findings are given under the items for consideration as listed in HJR 701.

The Need

A majority of the members of the advisory committee recommended that a statewide summer Governor's School for Student Leadership be instituted. It must be noted that the executive director of the Virginia Association for Secondary School Principals (VASSP) expressed concern about the establishment of such a Governor's School.

The review of existing opportunities in the Commonwealth did not identify any programs that focus on the conceptual or theoretical consideration of leadership studies. The majority of training opportunities available for student leaders emphasize skills and processes to enable them to lead groups, and to implement effectively a variety of projects within the school community. A majority of the advisory committee members suggested that “leadership studies” would be more appropriate to the learning needs of the gifted and such a focus would be consistent with the role and curriculum of Governor’s Schools.

A Governor’s School for Leadership Studies would emphasize the conceptual and theoretical elements of leadership as well as analyses of the times and people whose abilities to motivate and persuade others have marked major turning points in the development of their own and other cultures. A majority of the committee agreed that a statewide summer Governor’s School for Leadership Studies could serve as a catalyst for changing students’ perspectives which could, consequently, translate into definite action within the students’ home schools and communities.

The survey of the superintendents of the school divisions also supported the advisory committee’s recommendation for the establishment of such a program. Responses from the superintendents have been tabulated and are summarized in Table 1. Eighty of the 134 superintendents (60 percent) responded to the survey. Of those responding, 35 superintendents (44 percent) strongly supported the need for a Summer Residential Governor’s School, with another 31 (39 percent) agreeing that such a school has merit. Of the superintendents reporting, 69 superintendents (86 percent) strongly agreed or agreed that students from their divisions would attend such a program.

The committee deliberated on several questions during its August meeting. The following information reflects the thoughts and recommendations of the committee based on the partial survey data, best practices, and research into the concepts of leadership, gifted education, and summer residential programs.

Table 1. Survey of Superintendents

SURVEY DATA	NUMBER RESPONDING (PERCENT)				
	Strongly Agree	Agree	Disagree	No Opinion	Totals
There is a need for a Summer Residential Governor's School for Student Leadership	35 (44%)	31 (39%)	12 (15 %)	2 (3%)	80
I would support a SRGS for Student Leadership if there were additional funding.	37 (46%)	28 (35%)	9 (11 %)	3 (4%)	77
I would support a SRGS for Student Leadership if there were no additional funding to support it.	11 (14%)	18 (23%)	48 (60%)	3 (4%)	80
I have students who would attend a SRGS for Student Leadership.	39 (49%)	30 (38%)	7 (9%)	1 (1%)	77

How would students and the Commonwealth of Virginia benefit from a Governor's School for Student Leadership?

Members of the committee discussed aspects of both the Summer Residential program and the needs of gifted learners. Such a program would provide Virginia and its students with certain benefits. Initiating such a program in the Commonwealth would be in keeping with the educational traditions of Virginia:

- Virginia has a proud tradition of national leaders.
- A need to develop positive leadership in the United States is increasingly evident.
- Students need to learn models of leadership.
- There is a need to develop a moral and ethical understanding of leadership.
- Student leadership develops the individual's understanding of the leadership process.
- Student leadership develops the individual's self-concept.
- Individuals need to develop and display civic responsibility.

CHAPTER IV. CONCLUSION

The Board of Education makes no recommendations as to funding. If the General Assembly chooses to fund the Governor's School for Leadership Studies, the Board of Education shall seek proposals from interested host institutions and the Board shall designate a site based on submitted proposals.

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APPENDIX A

HOUSE JOINT RESOLUTION NO. 701

Offered January 21, 1999

Requesting the Board of Education to study the feasibility and appropriateness of establishing a statewide summer Governor's School for Student Leadership at the Jepson School of Leadership Studies at the University of Richmond.

Agreed to by the House of Delegates, February 7, 1999

Agreed to by the Senate, February 18, 1999

WHEREAS, the Governor's Schools program, first established in 1973, includes summer residential schools, summer regional schools, and academic year schools and is administered by the Virginia Department of Education (Programs for the Gifted) cooperatively with local school divisions, colleges, and universities; and

WHEREAS, summer residential Governor's Schools typically focus on one special area of interest, such as visual and performing arts, humanities, science, technology, or mentorships; and

WHEREAS, Virginia's regional academic year Governor's Schools provide special studies in science, mathematics, technology, and the arts for high school students, with the remainder of the student's instruction provided by the student's home school or by the Governor's School; and

WHEREAS, Standard 5 of the Standards of Quality states that "The General Assembly and the Board of Education find that effective educational leadership and appropriate programs of professional development are essential for the advancement of public education in the Commonwealth," and a critical component of such effective educational leadership is the development of the leadership skills and qualities of students so they may become leaders themselves in their educational and vocational pursuits; and

WHEREAS, to foster the leadership skills inherent in our young people, it is essential that our public schools focus not only on quality instruction, rich academic content, and the application of knowledge, but also on partnerships with other institutions that may promote the acquisition and development of these leadership skills that will effectively prepare all students for further education and successful entry into the world of work; and

WHEREAS, pursuant to §22.1-26, school boards may, with the consent of the State Board, establish joint schools for the use of their respective school divisions, and this

model might be expanded to embrace the development of regional or statewide public/private cooperative efforts to develop student leadership skills; and

WHEREAS, the Commonwealth boasts a number of unique public and private educational institutions offering a range of training and development opportunities for teaching professionals; and

WHEREAS, the Jepson School of Leadership Studies at the University of Richmond is the only degree-granting school of leadership studies in the Commonwealth and in the nation; and

WHEREAS, a statewide summer Governor's School for Student Leadership at an institution such as the Jepson School might be effectively designed to nurture the leadership abilities of our young people; and

WHEREAS, combining the efforts of the public schools with public or private institutions of higher education necessitates careful consideration of a number of legal, educational, fiscal, and policy issues; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Board of Education be requested to study the feasibility and appropriateness of establishing a Governor's School for Student Leadership at the Jepson School of Leadership Studies at the University of Richmond.

The Board shall consider, among other things, (i) the need for specific student leadership training and programs and the types of curricula such a Governor's School should offer; (ii) the location, governance, and funding of such a school; (iii) any relevant constitutional or statutory issues involving public-private educational partnerships; (iv) similar regional or special schools in other states; and (v) such other issues as it deems appropriate.

Technical assistance shall be provided to the Board by the Department of Education.

All agencies of the Commonwealth shall provide assistance to the Board for this study, upon request.

The Board of Education shall complete its work in time to submit its findings and recommendations to the Governor and the 2000 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

APPENDIX B

ADVISORY COMMITTEE MEMBERS

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Ms. Lona Carwile
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Ms. Sarah Cromer
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APPENDIX C

SURVEY OF SUPERINTENDENTS OF SCHOOLS

HJR 701 STUDY FOR ESTABLISHING A STUDENT LEADERSHIP
SUMMER
GOVERNOR'S SCHOOL

Name: _____

School System: _____

Question	Strongly Agree	Agree	Disagree	No Opinion
There is a need for a Summer Residential Governor's School for Student leadership				
I would support a SRGS for Student Leadership if there were additional funding.				
I would support a SRGS for Student Leadership if there were no additional funding to support it.				
I have students who would attend a SRGS for Student Leadership.				

APPENDIX D

SURVEY RESULTS BY DIVISION

Division	Question 1	Question 2	Question 3	Question 4
Albemarle	S	S	S	S
Alleghany Highlands	D	D	D	A
Amherst	S	N	D	A
Augusta	S	S	D	A
Bath	A	A	A	A
Bedford	A	A	D	A
Botetourt	A	A	D	S
Buena Vista	S	S	A	S
Campbell	A	S	D	A
Caroline	A	A	D	A
Charles City	A	S	D	A
Charlotte	A	S	D	S
Charlottesville	S	S	A	S
Chesapeake	S	S	D	S
Colonial Heights	A	A	D	A
Covington	A	S	D	D
Craig	A	A	D	N
Culpeper	N	N	N	N
Cumberland	S	S	S	S
Danville City	N	N	N	N
Essex	S	S	D	A
Falls Church	A	A	D	S
Floyd	A	A	A	A
Fluvanna	D	A	D	N
Franklin	D	D	D	D
Franklin City	A	S	A	S
Fredericksburg	D	A	D	A
Giles	A	A	D	A
Gloucester	S	S	A	S
Greensville	A	A	D	A
Halifax	S	A	A	A
Hampton City	S	S	A	S
Hanover	A	S	D	S
Harrisonburg	A	S	D	S
Henrico	A	A	D	A
Henry	S	S	A	S
Highland	D	D	D	A
Hopewell	D	A	D	A
Isle of Wight	A	A	A	A

Division	Question 1	Question 2	Question 3	Question 4
King George	S	S	A	S
Lancaster	A	A	A	A
Lee	S	S	A	S
Lunenburg	A	A	D	A
Lynchburg	A	A	D	S
Manassas City	D	D	D	A
Manassas Park	A	A	D	A
Martinsville	S	S	S	S
Mathews	S	S	S	S
Middlesex	S	S	S	S
Nelson	S	S	A	S
New Kent	S	S	D	S
Newport News	S	S	A	S
Norfolk	S	S	D	S
Northampton	D	D	D	D
Orange	S	S	S	S
Patrick	S	S	D	S
Pittsylvania	S	S	D	S
Powhatan	S	S	D	S
Prince William	D	D	D	D
Prince George	A	A	D	A
Pulaski	S	S	S	S
Radford City	S	S	A	S
Rappahannock	A	A	S	S
Roanoke City	S	S	S	S
Rockbridge	A	A	A	A
Smyth	A	A	D	A
Southampton	A	A	D	A
Spotsylvania	S	S	A	S
Staunton	D	D	D	D
Surry	S	S	D	S
Sussex	S	S	N	S
Tazewell	S	S	S	S
Virginia Beach	D	D	D	D
Waynesboro	A	A	D	S
West Point	S	A	S	S
Williamsburg/ James City	S	S	D	S
Wise	D	D	D	D
Wythe	A	A	D	A
York	A	A	D	A

