

**Leadership, Empowerment, Agency, Development (LEAD)
Course Framework & General Programming
DreamHouse Ewa Beach**

Executive Summary

DreamHouse ‘Ewa Beach (“DreamHouse”) is a [proposed] public charter school committed to empowering children to be local leaders, affirmed in their identity, and committed to Hawai‘i. Excellence in academics and the development of a broad set of 21st century skills is core to the academic model, but what makes DreamHouse unique is a commitment to leadership and identity growth and development over the course of three distinct stages from 6th – 12th grade. We believe our children can and will be leaders, in their own unique sense, and in order to do so they must know who they are, who they want to be, and have a pathway to get there.

This document provides the working framework, research, and timeline for the growth and development we encourage our students to progress through while at DreamHouse. This will be a public document so that parents, families, and students know exactly what it is that DreamHouse is focusing on along with academics. Collaboration between school, home, and community is core to the DreamHouse model.

Framework Focus Areas

LEADERSHIP	EMPOWERMENT
The potential to lead is inherent in each one of our children. From an early age, we develop core competencies to shape the unique style of leadership that each child brings.	Students will believe in and own their voice, feeling the authority and responsibility that comes with being autonomous, self-directed writers of their own future.
AGENCY	DEVELOPMENT
The capacity to act in any environment and the ability to make choices on one’s behalf; we develop children to see their lives as their own and to act as such.	We are an asset-based community, focusing of the growth and progress of students. Self-monitoring and accountability are key dispositions to be built within our children.

Below, you will find the following:

- Vision, mission, and values
- Goals and Strategies
- Stages
- Core Competencies Overview
- Developmental Phases
- Pacing & Progression
- Spectrum & Rubrics
- Staffing & Support
- Development Experiences
- Commitment to Community
- Research & Supporting Sources

This developmental framework is subject to change with the input of students, families and community members as DreamHouse evolves as a place of learning.

Vision, Mission, and Outcomes

The LEAD framework is ultimately aligned to the DreamHouse vision, mission, and core competencies.

Vision: Empowered leaders. Affirmed in identity. Committed to our island community.

Mission: Our mission is to collaboratively empower children to be affirmed in their individual identities, grounded in and committed to our island culture and community, and equipped with a 21st century skill set to be leaders within our community and state.

Core Competencies: unique voice, affirmed identity, servant leadership, commitment to community, and consciousness.

Goals & Strategies

The overall goal for this developmental framework is for students to progress through grades at DreamHouse as growing leaders, affirmed in self, and more deeply committed to enacting positive change in Hawai'i. In order for our graduates to embody the most developed and best versions of this, each must set interim growth benchmarks by term and by grade.

Our strategies align to our educational philosophy in that inquiry – into self, others, community, and world – will help foster learning, growth, and development at the highest levels. Our children will work through three phases per year that focus on (1) reflection and research, (2) strengthening a foundation of competencies and awareness, and (3) acting as their most authentic self while receiving and incorporating feedback into their practice; a fourth stage that is in consideration would be summer application and reflection in a completely self-directed environment. We believe leadership, as well as living out values and beliefs, is an iterative and self-reflective process – each year will build upon the last.

Stages

The seven years of DreamHouse ‘Ewa Beach (grades 6 – 12) is divided into three distinct stages: Foundations, Application & Development, and Ownership & Graduation.

- **Stage I - Foundation (grades 6,7,8):** Students joining DreamHouse will come from various academic models, programs, and schools; the first three, formative years is about building and owning the culture of our school, and preparing for high school.
- **Stage II - Application & Development (9,10):** Entering high school, a rigorous, college- and life-preparatory curriculum and environment, expectations are high and students are encouraged to learn about and develop themselves while taking on new challenges. This is an “R&D” stage for DreamHouse students in order build skills, knowledge, and mindsets necessary for future success.
- **Stage III - Ownership & Graduation (11,12):** Critical coursework, competency development, and planning for post-secondary life. Students define and build their trajectory through on-site courses, Running Start, internships, and college preparation. Students will graduate having mastered DH Core Competencies and will either have a viable job and career plan or admission and a pathway to college.

Core Competencies

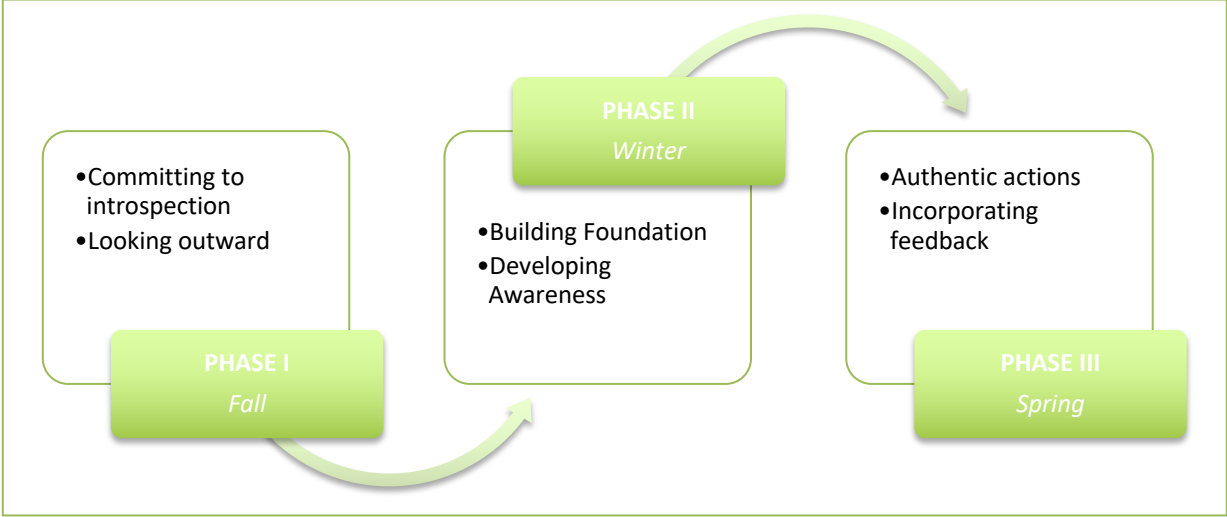
Beyond academics, DreamHouse students will develop, self-monitor, and engage in growth opportunities (via curriculum, ILDP, LEAD, etc.) to develop five critical components that are unique to DreamHouse students: unique voice, affirmed identity, servant leadership, commitment to community, and consciousness. Please see the Core Competencies PDF located at DreamHouseEwaBeach.org for more information.

Developmental Phases

Development of each of these core competencies will come through classroom and LEAD programming, occurring over the course of the year. Beginning with introduction, followed by

building awareness, and finally by incorporating feedback and demonstrating growth, students will progress as individuals and as a school community.

Developmental Phases (Fall, Winter, Spring)



PHASE I: Introspection, reflecting, and looking for role models

PHASE I begins by looking back in order to look forward; looking inward to determine strengths, growth areas, and self. Through a series of reflective exercises and self-assessments (HBS Best Self Exercise, 360 feedback, StrengthsFinder, Emotional Intelligence Assessment, Identity Spectrum Assessment, and others), students will engage in holding up the mirror and receiving perspectives and perceptions of others. Another core part to PHASE I is searching for those who embody the values and beliefs each child strives to live; these can be role models, heroes, family, fictional characters, etc. – this is about finding living (or non-living) examples of positive influencers, leaders, authentic individuals, and people who will help guide the transition into PHASE II.

PHASE II: Building a foundation for growth, deepening understanding of self, others

This middle-phase is about building upon the reflection and feedback offered through PHASE I and constructing the ideal profile of traits, character, moral compass pointers, values, and daily persona that embodies the best version of self. Exploring the why, what already exists, what is hardest to grapple with, and how to develop into this person is core to unpacking and re-building self in the context of school and life. Understanding others is an integral part in self-growth and understanding.

PHASE III: Living as most authentic self while incorporating other perspectives

Following introspection and building out a personal and public profile, students’ work on themselves will be put to the test through PHASE III, which is actually living the values and traits which they aspire to embody on a daily basis as part of their public identity. Opportunities to develop desired leadership skills, express evolving components of their identity, and demonstrate commitment to our island community will be linked to feedback and the perspective of others, and in turn back to how our children listen to, learn from, and incorporate this feedback. This process is iterative and the point is not to reach a specific point and stop; the focus here is growth, openness to change and feedback, and a commitment to getting better.

Conceptual / Tentative PHASE IV: Deepening sense of self, place, and purpose

The proposed fourth stage of leadership and identity development with a commitment to community would occur during the two summer break months after each student’s school year. This could be in the form of a research project, an internship, volunteering locally, attending a summer program and building in reflection and intentionality; all experiences would be aligned to student vision and goals of their own leadership and identity development while deepening community involvement, leadership competencies, and advocacy around issues each child cares about.

Pacing & Progression

Adolescent development is highly differentiated and based on individual progression through different stages of life; students grow and evolve given their environment, a multitude of factors, and their own self. DreamHouse will offer a guiding structure and pacing, knowing that every child is unique and may require flexibility.

General PHASE I, II, III & calendar alignment is as follows:

Academic Calendar	Fall Term	Winter Term	Spring Term
Months	Aug, Sep, Oct	Nov, Dec, Jan	Feb, Mar, Apr, May
PHASE in Focus	I	II	III

Each term has a specific number of class days. The 2018-19 school year contains the following:

Fall Term	Winter Term	Spring Term	TOTAL
58	48	76	182

Given that spring is chalk full of final assessments and end-of-year portfolio presentation and defense, we have allocated additional instructional days at the end of the year to make up for non-traditional days.

The standard school day contains the following:

- Four 70-minute block classes (*core content and instruction*)
- One 33-minute tutorial (*choice-based, small-group remediation & learning*)
- One 40-minute LEAD (*except Wednesday*)

Classroom and tutorial space will be primarily aligned to course content, development of 21st century skills, standards mastery, and will incorporate leadership opportunities in a culturally responsive environment. However, the 40 minutes reserved each day for LEAD Block will be specifically focused on progressing students through PHASES and developmental experiences.

	Fall Term	Winter Term	Spring Term	TOTAL
LEAD Block Days	34	37	60	131
LEAD Total Hours	23	25	40	88

Spectrum & Rubrics

The leadership experiences co-designed with and for students are to challenge and encourage children to hone their own unique skills, while considering how to most effectively apply them, and for what purpose. DreamHouse is about developing local change agents, so at a very minimum, understanding of and commitment to the local community and islands is a consistent backdrop in our work. The following **leadership development matrix**, originated from the four quadrants of the *Emotional Intelligence* framework, will help guide students in their own leadership development journey over the course of the year and their time at DreamHouse.

Leadership Development 2x2	MIRROR <i>(What am I doing)</i>	WINDOW <i>(How does it impact others)</i>
SEEING IT.	<p>Self-awareness: developing skills as an individual, building best self; becoming aware of strengths, esteem, confidence in self and voice. <i>(Who am I?)</i></p>	<p>Community Awareness: developing empathy and a service organization – seeing where individual skills impact and help community <i>(Where do I fit in?)</i></p>
APPLYING IT.	<p>Self-Starter: control of self, transparent and aligned actions, adaptable and responsive to community needs and leadership opportunities. <i>(How can I apply myself?)</i></p>	<p>Community Impact: influencing issues and others, building bridges, strengthening team, and positively affecting community. <i>(What impact am I having?)</i></p>

The **identity development matrix** falls into four categories, according to the work of Erik Erikson and James Marcia: identity diffusion, foreclosure, moratorium, and achievement. These spaces are fluid and once a certain space is realized during one stage in life, that does not mean the individual does not recede or toggle between spaces; the purpose, however, is for children to progress on a journey towards identity achievement – a stage at which they know who they are, how they became this person, and are committed to an ideology and set of beliefs and values that are their own.

Students may spend years in a certain phase, and this is okay. Our work at DreamHouse is to create a safe, supportive, and open environment to develop the skills, knowledge, and mindsets for children to explore and evolve into the best versions of themselves, which is ultimately on a pathway to self-actualization and identity achievement.

Identity Development 2x2	No Exploration	Exploration 😊
No Commitment	Identity Diffusion: I don't worry about values; I don't know what I believe; living for the moment, not giving thought about the future, or implications; no sense of agency; low self-esteem and autonomy; withdrawn.	Moratorium: exploring identity, but not committing; experimenting and searching for a set of values and beliefs to call own; anxious, maybe rebellious, looking for authenticity and ideology in self.
Commitment	Foreclosure: I've always known; its better to have a firm set of beliefs than to be open to different ideas; committed to identity given to them; poor results in stressful situations, stay committed to authoritarian view, very emotional towards commitments.	Identity Achievement: explored options and committed to values, beliefs, and an ideology authentic to themselves; know who they are, why, and how they became; agency; self-esteem; able to navigate difference and change while staying grounded in values and beliefs.

Source: Erik Erikson and James Marcia

This is not a rubric on which to be graded; it is a research- and theory-based tool to help facilitate self-awareness and growth. Adolescence is filled with challenges and change, both internally and externally; this 2x2 is a means to co-assess and support in the development of various skills, traits, beliefs, and an authentic ideology (personal system of ideals, principles).

Each phase will be co-assessed by student, teacher, and home, and will offer an opportunity to reflect and revamp approach to LEAD programming. A rubric for PHASE progression is located below.

LEADERSHIP & IDENTITY DEVELOPMENT FRAMEWORK	Level I <i>Attempted</i>	Level II <i>Committed</i>	Level III <i>Ownership</i>	Notes
PHASE I				
Committing to Introspection and self-assessment				
Looking outward for role models competencies and strengths				
PHASE II				
Building a foundation and setting intention				
Developing deeper self-awareness				
PHASE III				
Living authentic and best version of self				
Open to and actively incorporate feedback				

Staffing Model

Key to staffing and driving this model are educators at DreamHouse. LEAD Block is coded as Student Learning Time, in accordance with Act 167; it is not considered CBA: Teacher Instructional Time. All teachers are active and facilitating during LEAD Block. For example, the 2018-19 school year will feature five full-time teachers and 100 students, however other members of the DreamHouse community may help and support learning experiences.

Our vision is that DreamHouse LEAD Blocks begin through leveraging a database and bank of developmental exercises to begin the 2018-19 school year (year 1) and move to teacher designed experiences and ultimately teacher and student co-designed and co-led experiences.

Developmental Experiences

This is the “how” within the developmental framework and timing proposed; these are examples of the daily experiences that will help support students as they move through PHASEs and progress on the matrices / rubric. Year one (2018-19) will be primarily focused on creating experiences from the following examples, while ultimately moving towards teacher and student collaboration to design the learning experience. Each leadership and identity development block could feature one or more of these activities, or spend several days engaging with one of the following experiences. Eventually, teachers will create their own unique experiences for students aligned with those in this resource bank, and ultimately we hope that students and teachers will co-create together.

PHASE I (Aug, Sep, Oct)

Introspection, reflecting, and looking for role models

Examples of Learning Experiences:

- Public Narrative: Story of Self – students learn how to structure and tell their story to an audience, while exploring challenges in their life, choices they’ve made, and the outcomes of those choices; this is a deep experience that is moving and emotional and allows for individuals to form bonds and connections beyond the obvious (Source: Marshall Ganz, Public Narrative).
- 360-degree feedback – students complete a multi-person assessment through which peers, adults, family, etc. offer feedback; students then unpack feedback and identify trends, common themes, and areas of strength/growth (360 Degree Feedback).
- 4MAT Learning Type Profile – developed by Dr. Bernice McCarthy, the 4MAT system helps determine how people learn, communicate, and grow. Anchored between four compass points – experiencing & conceptualizing, watching and doing – the assessment plots a unique area which your personality and question choices generate. Most

important, the tool then breaks down what type of learner you are, your strengths as a teacher and leader, and finally “stretching areas” (growth spots) for you to consider.

- Best Self Exercise – similar to 360-degree, however this is primarily focused on strengths and students hearing and re-imagining the best versions of themselves (Harvard Business School Best Self Exercise).
- StrengthsFinder Assessment & Profile – students take 200-question assessment to produce list of top-5 strengths; from here, there are numerous reports and feedback modules to digest and reflect upon (StrengthsFinder 2.0).
- Emotional Intelligence (E.I.) Assessment – emotional intelligence is defined as the ability to recognize and understand emotions in self and others, and the ability to use this awareness to manage your behavior and relationships; the E.I. assessment and framework support students in navigating self, others, and managing self and relationships in changing circumstances (Emotional Intelligence 2.0).
- Community Leaders Series – leaders from the local community come to DreamHouse to share their stories, their values and beliefs, and engage in conversation and exploration alongside of students.
- Storytelling: Local Narratives – students engage family members or local Kupuna in storytelling; stories help orient students to the history and culture of ‘Ewa Beach and the surrounding area, while also building a deeper understanding of others’ experiences, perspectives, and values (StoryCorps).

PHASE II (Nov, Dec, Jan)

Building a foundation for growth deepening understanding of self, others

Examples of Learning Experiences:

- Leadership Challenge Exercises – students build exemplary profiles of and strategies to become the leaders they want to be through five strands: (1) modeling the way, (2) inspiring around a shared vision, (3) challenging the process, (4) enabling others to act, (5) encouraging the heart; co-designing and building understanding of others (Kouzzs & Posner).
- Cohort Development Model – students establish and build community through a unique cohort experience, developing trust and understanding in small-groups over time (The Center for Tomorrow’s Leaders).
- Leadership Fundamentals – modeled after a complete two-day course centered on leadership challenges, leadership fundamental engages students in collaboratively exploring research leadership theory, engaging in peer learning, building personalized mini action-plans (short-cycle) based on expanding influence without formal authority,

defining personal leadership style, and expanding comfort zones (Center For Creative Leadership)

- Rites of Passage Program - modeled off a New York City's youth empowerment model, this method for deepening sense of self and understanding for others is grounded in navigating political forces surrounding them, peer coaching, and the integration of external partners (Brotherhood-SisterSol Model).
- Restorative Justice Circles – circles used for healing and conflict resolution are often a powerful space for students to build bridges of understanding, forgiveness, and solutions; facilitated by both adults and students, this is a powerful community and culture building exercise that can be used throughout PHASE II (Dr. Christina “V” Villarreal, 2016, Restorative Justice Philosophy)
- Exploring “Otherness” – using a six-stage theoretical framework for identity construction, students engage in application to self and application to someone “different” than them and explore, acknowledge, and bridge differences to create shared understanding and a strengthened community (The Cass Model)
- Racial Identity Development & Affinity Spaces – race is not always the easiest topic of discussion or exploration, which is why building skills around discussing race, engaging students in live cases and the realities of different groups, exploring and unpacking bias, and building safe spaces is an important stage in community and culture building (UPENN Center for the Study of Race and Equity in Education, Dr. Beverly Tatum Racial Identity Development Spectrum)

PHASE III (Feb, Mar, Apr, May)

Living as most authentic self while incorporating other perspectives

Examples of Learning Experiences:

- Dream Trust Protocols – students share with a small group something they are struggling with in their life, in a relationship, in a leadership situation; this protocol encourages vulnerability, empathy, and collaborating to support a colleagues (Center For Public Leadership, Harvard Kennedy School).
- Fishbowl / Consultancy Protocol – this is a circle within a circle, where a small group of students conducts an open conversation in the inner circle, exploring in depth different topics and incorporating personal views, courage to speak, and a sense of purpose; on the outside, students take notes and eventually offer feedback on how the inner circle did overall, but also how individuals conducted themselves; this is an opportunity to build authentic listening and expression skills, while also practicing vulnerability and acceptance to feedback.

- ILDP Workshops – the Individualized Learning and Development Plans (ILDP) are core to student goal and intention setting, progress monitoring, course-correcting, and feedback integration; workshops will serve as open space and time for students to dig into their own leadership plans while having structured protocols (i.e. asking other students questions, presenting components of ILDP to small group, connecting with an adult around improvement)
- Town Hall – Town Hall will be an open time during LID block where the school community can come together and students are given an opportunity to bring up hot topics impacting the school community, suggest changes to the school community, or hold some sort of debate / open conversation on a topic; this space gives students an opportunity speak up, speak out, and express themselves in a larger setting.
- LID Block Pilots – students can suggest LID Block ideas that are aligned to the scope & sequence and work with other students / teachers to design and create a learning experience for fellow students; this structure gives students the opportunity to put to work their own vision for leadership and identity development, work with a team to bring this experience into existence, and receive coaching, support, and feedback from others.
- Peer Progress Reports – similar to ILDP peer feedback, but generated from another students perspective, students assess and offer feedback to each other in terms of their contributions to class, to the school, or in relation to their own individual goals; peer-perspective feedback is designed to uncover blind spots and present coaching opportunities, building student voice and receptiveness to others’ perspectives.
- Values Articulation & Walk – knowing values is one thing, but articulating and stating publicly is an opportunity to align personal values to public persona and to make known your intentions; the walk and sharing component allows students to learn about and share with each other to build empathy and understanding.

Over time, it is our hope that we begin with this bank of resources in order to frame the LID time, as well as the progression through different phases throughout the year, but that gradually our teachers, and eventually our students co-develop these developmental experiences. The metacognitive design process, facilitation and completion of each experience, and reflection is an important iterative cycle that holds exceptional learning opportunity above and beyond simply moving through pre-designed experiences. Examples of teacher and teacher-student experiences may look like the following

- 9 Habits of highly emotionally intelligent people – students might co-create (with the support of a teacher) an LID block experience where students take one of the nine habits of highly emotionally intelligent people and create a series of real-life skits

through which the best / worst version of this habit is embodied (or not); this allows students to bring to light issues in their life, through concepts of E.I., and to also investigate how to apply these habits to their daily life.

- Town Hall Facilitation – students generally participate in Town Hall, but in the shared model they would initially learn the framework and guidelines for effective facilitation of their peers, and then they would frame and lead discussion; this is a leadership opportunity while also allowing students to model school culture and values in a non-classroom setting.
- Student-to-teacher Mentorship – flipping the traditional teacher-to-student mentorship model, students would mentor (v. advise or train) teachers on issues that are impacting their lives on a daily basis; this gives students a voice, puts them in the advice-giving or teaching seat, and helps build trust and understanding at DreamHouse.

Commitment to Community

A core pillar of our leadership and identity framework is community; we view ‘Ewa Beach and Hawai‘i as the assets and backdrop through which learning and development occurs. While Mainland, international, and global issues will also serve as learning material, our vision is to have students graduate and see themselves as local leaders for local issues for local change. It is important that over the course of seven years, through academics, and also through leadership and identity development opportunities, that our students see themselves as local change agents, committed to the reality they wish to create.

A few ways we will orient our leadership and development work towards community are as follows:

- Community as asset – so many negative narratives persist in the minds of our youth, exacerbated by media, trending, and sensationalism; we believe ‘Ewa Beach is an asset to our work – the place, the people, and stories of our community can and must be presented to our children as the foundation on which they build their own lives and stories.
- Community as destination – often the narrative is to succeed, you must leave; we believe that ‘Ewa Beach, the Leeward region of O‘ahu, O‘ahu as an island, and Hawai‘i as an island community is full of opportunities for impact and change. While we encourage students to pursue their dreams and travel and learn outside of Hawai‘i’s sphere, we also aim to inspire and invest children in seeing the very real opportunities for change right here in their backyard and to feel part of the solution.
- Nā Hopena A‘o – the six statements that focus on a strengthened sense of Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai‘i are exceptional

foundational and aspirational core competencies that can be developed in relation to Hawai'i. Their design is specific to Hawai'i, but also brings in cross-cultural concepts into the community, honoring students' perspective, history, and cultural heritage.

- Partnership-orientation – from UH West O'ahu to local businesses and non-profits, the opportunity for collaboration and real-life application of school-based academic offers space for partnership, innovation, and real-world learning. We will continuously focus on how to think and work outside the walls of our school so students' leadership and identity development is fully integrated with local surroundings and organizations that are committed to their growth as individuals.

Research

The following research was consulted in the process of creating the scope and sequence, frameworks, and overall design of this Leadership and Identity Development model. While it is subject to evolve, the theory driving our asset-based, responsive developmental model is core to the way we educate and grow as individuals and as a school.

- Design thinking theory and framework (Stanford Design School)
- Center for Creative Leadership coaching model
- Nā Hopena A'ō statements (Hawai'i DOE)
- Emotional intelligence framework
- Cultural pathways (Kamehameha Schools)
- Cultural sustaining pedagogy (Django Paris)
- Center for Public Leadership fellowship design (Harvard Kennedy School)
- Best-Self Exercise (Harvard Business School)
- StrengthsFinder 2.0
- The Leadership Challenge & Coach's Guide (Kouzzs & Posner)
- Public Narrative (Marshall Ganz, Harvard Kennedy School)
- Identity Statuses (Jane Kroger & James Marcia)
- Racial Identity Development (Dr. Beverly Tatum)
- Culturally & Spiritually Grounded Framework (NACA)
- Identity Formation (V.C. Cass)
- Community-Up Process (International Journal of Critical Indigenous Studies)
- 4MAT Learning Type Measure Profile Assessment Tool

Conclusion

The DreamHouse Leadership, Empowerment, Agency, Development Model is a strengths-based, growth-oriented framework to support students in guiding their own development with the support of peers, educators, and the community. It is not a grading system, nor is it designed to rank, limit, or conform student behavior. If implemented effectively, and allowed to evolve over time, the framework will serve as a collaborative tool for student self-development and the strengthening of the DreamHouse culture. We look forward to deepening our research and iterating the model to better support student development.