

Faculty Council Candidate Form Rubric

AREA	YES	NO	COMMENTS
Scholarship: Achieved a cumulative GPA of 3.75 or higher.			
Leadership: Students will actively participate and demonstrate leadership in at least TWO extracurricular activities (non-paid) and at least TWO different categories from the menu presented in the Candidate Form. 1. 2.			
Service: Completed >10 hours in a non-paid volunteer community service (<i>LOHS service hours are permitted</i>): 1. 2.			
Character: Character essay demonstrates understanding and example(s) of positive personal character. ----- Mark “Yes” if the candidate has demonstrated positive character through the following: <ul style="list-style-type: none"> • Disciplinary actions absent or student provides satisfactory explanation • Satisfactory Character Essay • Four Positive Faculty Evaluations 	-----	-----	-----
Faculty feedback forms (4) have been submitted with positive reflections of student’s character and leadership.			
Overall (must have four “YES” marks)			

Example Candidate Form

Part 2: CANDIDATE CHECKLIST

(USE THIS CHECKLIST AS THE COVER SHEET FOR THE APPLICATION)

Check off items as they are completed. When the Candidate Form is submitted, the NHS Adviser will review the form with the candidate. ALL SECTIONS OF THE CANDIDATE FORM MUST BE TYPED.

Candidate Check-off	Item	Adviser Use Only
✓	Candidate Checklist (this sheet) complete	
✓	Leadership Activities and Explanation	
✓	Service Hours and Explanation	
✓	Character Essay	
✓	Discipline Disclosure	
✓	Candidate Feedback Forms given to faculty members. Write the names of the faculty members completing the forms in the spaces provided below. 1. Mr. Meteyer 2. Ms. Kaufman 3. Ms. Collins 4. Ms. Novak	
✓	Parent and Student signatures complete (below)	

STUDENTS MUST MEET OR EXCEED THE HIGH STANDARDS OF ELIGIBILITY IN ALL AREAS

I, the parent/guardian have read and agree with the accuracy and completeness of the information provided by my child in this candidate application, and agree to the processes and standards described in this document.

John Smith
 Parent/guardian signature

 9/1/2020
 Date

 JANE DOE
 Candidate Printed Name

Jane Doe
 Candidate Signature

 9/1/2020
 Date

Part 3: LEADERSHIP ACTIVITIES

Directions:

3. **Leadership:** Students will actively participate and demonstrate leadership in at least two extracurricular activities (non-paid) from at least TWO different categories from a menu presented in the candidate form. The student must have already participated in these activities prior to the year of the application; *pending participation or groups that the student joined this school year are not valid.*
4. Students will write an explanation of how their participation in these activities demonstrates leadership that positively affects others; *students should demonstrate active leadership beyond simple participation.*

Only activities participated in after 8th grade through the school year prior to this application will be considered.

LEADERSHIP ACTIVITIES MENU

<p style="text-align: center;">Category 1: LOHS Competitive Athletics</p> <p style="text-align: center;"><i>Any LOHS-sanctioned athletic team, including MHSAA sports, LOCS Gymnastics, Powerlifting, Water Polo, Mountain Bike Race Team, Dance Team, etc. (excludes Ski Club; includes competitive Ski Team)</i></p>	<p style="text-align: center;">Category 2: LOHS Competitive and Performance Extracurricular Activities</p> <p style="text-align: center;"><i>To qualify, students must compete or perform regularly with these groups. These include: after-school Marching Band, Broadcasting Club, Business Professionals of America (competitive), DECA, Educators Rising (competitive), FIRST Robotics Team 302, Forensics, Locomotion, Thespian Society, Una Choir, Winter Guard, Winter Percussion etc.</i></p>
<p style="text-align: center;">Category 3: LOHS Non-Competitive Extracurricular Activities</p> <p style="text-align: center;"><i>To qualify, students must regularly meet with these groups (at least 8 times per school year). Includes any other officially sanctioned Extracurricular or GAP club listed on the LOHS After-School Activities webpage.</i></p>	<p style="text-align: center;">Category 4: Non-School Activities</p> <p style="text-align: center;"><i>Examples may include non-school sanctioned activities such as off-campus dance, church youth groups, theater productions, jobs, etc.</i></p> <p style="text-align: center;"><i>Non-school activities should be substantially different than school activities (categories 1-3. For example, a student who uses an LOHS sport for Category 1 should not list the same sport as a non-school activity for this category.</i></p>

The examples above are not exhaustive, there may be other clubs that you are involved in that are not listed

Part 3: Leadership Activities (continued)

Attach additional examples if necessary. Two leadership activities from two categories are required.

Activity Category	Organization Name	Describe your role, and describe SPECIFICALLY (using examples) how you demonstrate active leadership beyond simple participation.	Supervisor / Contact Person name, email address, and/or phone number
Example: Category 1, LOHS Competitive Athletics	Girls Cross Country	Cross country is all about setting your goals and exceeding them. I lead by example every day by exceeding my own goals and my coaches' and teammates' expectations. I also demonstrate leadership because I organized a team dinner each of my first two years on the team. I also was named by my coaches to be JV XC captain my sophomore year.	John Smith, (248) 555-5555, JS@XC.org
Category 2: LOHS Competitive and Performance Extracurricular Activities	LOHS ROBOTICS TEAM 302	Robotics is unlike any other competitive activity or sport, because in Robotics, team members must take on great amounts of autonomy, be self-starters, and work together to produce a shared product. On Team 302 (LOHS Robotics), I took the lead by being the Assistant Software Team Leader, which meant that I worked with the Team Leader and all the members of the Software Team to ensure that our software met or exceeded the specifications that the robot engineers, electrical workers, and other teams were counting on. I demonstrated leadership by delegating responsibilities and following up as necessary, but I also took direction from the Team Leader and adult advisors as well.	Rosa Everitt, Advisor Rosa.Everitt@LOK12.org
Category 4: Non-School Activities	Great Oaks Country Club	I serve as a lifeguard and swim teacher at Great Oaks Country Club. While it is often difficult for a person to demonstrate leadership in a part-time job, I took the initiative to begin teaching swim lessons to kids in small groups. I demonstrated leadership by acting maturely in front of these swim students, using a firm but empathetic approach to help them learn to swim. I also took leadership by communicating some suggestions for improving the swim lesson program to my supervisor, which we decided to implement with me demonstrating to the other teachers how to improve our practices.	Mitch Buchannon (213) 555-5555 Boss@Baywatch.org

Part 4: SERVICE ACTIVITIES

SERVICE: Assisting others willingly and readily, without compensation. Candidates will demonstrate at least **TWO** strong examples of service that indicate an action which helped others or the environment.

Students must demonstrate at least 20 hours in at least two examples. Lake Orion High School graduation service hours are permitted.

Service examples may NOT be an example of donating items, but donating items can be listed as a component of the service. Use additional paper if needed.

Only activities that were participated in after 8th grade until present will be considered.

Title of Role / Activity	1) Describe the activity. 2) Explain who benefited from your actions. 3) What sacrifices did you make for others?	Supervisor / Contact Person name, email address, and/or phone number
<i>Example: Habitat for Humanity</i>	For Habitat for Humanity, I spent several Saturdays helping to build houses for people in need. My specific role was to lead a group of other teenagers in organizing building supplies, documenting the quantities needed for the day, and obtaining the needed supplies. We spent six Saturdays, eight hours each day, contributing and helping those in need through this activity.	John Smith, (248) 555-5555, JS@HFH.org
Soup Kitchen Assistant	I spent every Saturday morning for a month working in a soup kitchen. I organized meals, served people food, cleaned up, and helped in any way I could. The people who ate our food benefitted from my actions, as well as the community as a whole since we were providing a needed service for citizens. The sacrifices I made for others were giving up my time, paying for my own gas to drive over 20 miles to the kitchen. I even used my own money when we ran out of bread one Saturday. I drove to the local super market, bought 10 loaves of bread, and did not ask for reimbursement. Total Hours of Commitment: 16	Darryl Smith (248) 555-5555 Darryl@SoupKitchen.org
Adopt-a-Highway	My brother works at Culver's. Culver's has "adopted" the stretch of Dutton Road between M-24 and Squirrel. I went to the cleanup day with my brother. We picked up litter and bagged it, following all safety requirements such as bright orange vests and staying away from the road when cars were present. The stretch of road looked much improved after we disposed of all the litter. Total Hours of Commitment: 5	Joe Zimmer (248) 555-5555 Joe@CulversLO.com

Part 5: Character

C. Character Essay

When I reflect on this quote from Abraham Lincoln, and what good character and leadership mean to me, the first thing that comes to mind is the image of an author writing his idealized hero into existence. This character embodies all the traits to which the writer aspires: leadership, strength, loyalty, charisma, bravery, humor, wealth, and power. This creation is as close to perfect as its author can conceive themselves to be; it is both literally and metaphorically their subjective, perfect character. It will show the inner workings of the creator. Every person has an image of what they wish themselves to be, and it is an important part of who they really are. Without this direction, there would be no way of knowing whether one path is better than any other, and we would be lost.

At the same time, our actions are visible manifestations of the content and strength in the principles we live by. When rain falls on a window, each drop of water follows its path of least resistance, fulfilling its gravitational potential to reach the conclusion of its journey. Life is often like this, and it is easy to just be another drop of water on the window, coasting through life, a sailboat on the finite ocean. We are not raindrops, and there is a motor on our sailboat.

Being a leader and a person of good character means turning on the engine and taking the wheel of one's own life. Acting on this responsibility is every bit as critical to one's character and success as the person they aspire to be. Despite our best intentions, however, we are all human. Real, dynamic character lies in struggle rather than success. Strengths and weaknesses of character are often uncertain until they are tested. The true strength of character and leadership often is shown by one's humility and their ability to adapt to the unknown. When one falls, they have to get back up. It is a part of life and a skill we all have. Personally, I have fallen down plenty of times, both literally and figuratively. I have stumbled in Cross Country races, but I did not blame the runner next to me. I have been angry after feeling mistreated by classmates, but I took it upon myself to turn the other cheek. Most importantly, I know that leading by example, by living out the Golden Rule and treating everyone as though I were the recipient of my own actions, is the best way to demonstrate good character.

Leadership and character are knowing that one must learn from their mistakes and reevaluate a new path so as not to trip on the same rock all over again. Leadership is a product of good character, good character is essential to leadership, and both are vital in the pursuit of success. You cannot succeed without knowing what success is. Similarly, you cannot succeed without acting on your values, and you cannot succeed without being accountable for your actions. Likewise, if we have a clear vision for ourselves, work to achieve it, and never give up, we are guaranteed to succeed — because we already have.

Discipline Disclosure

In ninth grade, I received a discipline referral in my Spanish class with Ms. Glynn when I used my cell phone during instructional time. I hid my cell phone under my desk in order to text with my friends, who were in lunch. The teacher noticed and referred me to administration. I received a detention, which I agree I deserved for breaking the rules, which were in place in order to maintain a quality learning environment for all students. I apologized to my teacher the same day, served my detention, and apologized to my parents for not meeting their expectations of me. From this incident, I learned that I need to follow ALL school rules, because these rules are in place to help us learn and stay safe and free of distractions.

Jane Smith
9/1/2020