

John F. Kennedy High School



Leadership Training Institute (LTI)

Application for Admission-Current Kennedy Student

Application Instructions

1. Obtain an application packet from the Kennedy High School website, your middle school counselor, or the Kennedy High School counseling office. If you need more information on the application process at any point, please contact the LTI Program Coordinator, Kofi Frempong at (240) 740-0113 or kofi.frempong@mcpsmd.net
2. Complete Form A and sign the Statement of Commitment. Have a parent or guardian read and sign the statement as well.
3. Fill out Form B and attach a copy of your most recent report card.
4. Give recommendation forms to the necessary parties. Two teacher recommendations are required. Give Form C-1 to your English teacher, and Form C-2 to a non-English academic teacher. The teachers will submit completed recommendation form directly to the LTI Coordinator.
5. Complete one of the two essay questions. Response should be typed, double-spaced, and at least 250 words long. Question should be answered in the context of why you would be a strong LTI candidate. Essay must be an original work, completed individually, without assistance, although you are encouraged to use a dictionary for any unknown terms.
6. Return the LTI application and essay questions to the LTI Coordinator. All forms can be scanned/emailed/picture taken then attached. Here is the contact email:

kofi.frempong@mcpsmd.net

Application materials can also be mailed to:

Kofi Frempong, Coordinator
Leadership Training Institute
John F. Kennedy High School
1901 Randolph Road
Silver Spring, MD 20902

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FORM A

PROGRAM REQUIREMENTS AND STATEMENT OF COMMITMENT

The Leadership Training Institute is founded on four principles to which all candidates must adhere. They are called the Four Pillars.

1. **PARTICIPATION** You must actively participate in the LTI community. This means you regularly attend class, complete assignments, projects, and exams on time, participate in Dress for Success, and other activities as required.
2. **ACADEMICS** You will achieve honor roll status each marking period. If your grades fall below a "B" in any LTI class, or if your GPA is less than 3.0 in any quarter, you may be placed on probation. In this case, it is imperative that you meet with your teacher(s) and the LTI coordinator to develop an action plan. Failure to raise your grades to standard for two consecutive quarters may result in dismissal from the program.
3. **SERVICE** You are required to perform 50 hours of community service per year or a total of 200 hours by the end of your senior year. Completion of the 200 hours is necessary in order to receive special recognition at graduation. If you are admitted to the program as a 10th or 11th grader, the 200 hour total is adjusted accordingly (150 hrs – 10th Gr; 100 hrs – 11th Gr).
4. **ETHICS** You will act as a role model and maintain high standards in all that you do. You must, at all times, reflect honesty, integrity, and exemplary behavior. Instances of plagiarism or disrespectful, illegal, unsafe, or disruptive behavior, whether in or out of school, will not be tolerated and may result in dismissal from the program. You will abide by the rules and regulations of Montgomery County Public Schools (MCPS) and those outlined in the JFK Student Handbook. You will display CAVS Pride every day.

Failure to comply with any of these principles may result in a conference, probationary status in the program, or dismissal from the program.

Your signature below indicates that you have read, understand, and agree with these requirements.

APPLICANT'S NAME	
SIGNATURE	
DATE	

PARENT/GUARDIAN PERMISSION (This section must be completed and signed by a parent/guardian.)

I have read the above requirements and statement of commitment and I support the tenets of the Leadership Training Institute and my child's decision to become a part of it. I also authorize school officials to administer and report my child's grades and test scores to LTI as required. I further understand that the application, recommendation forms, and all supporting documentation will become property of LTI and will be held in strict confidence.

PARENT'S NAME	
SIGNATURE	
DATE	

APPLICANT INFORMATION**PLEASE PRINT CLEARLY**

STUDENT ID NUMBER	
NAME	
PREFERRED NAME	
STREET ADDRESS	
CITY/STATE/ZIP	
HOME PHONE	
CELL PHONE	
E-MAIL ADDRESS	
PARENT/GUARDIAN NAME	
PARENT/GUARDIAN CELL	
PARENT/GUARDIAN E-MAIL	

DEMOGRAPHIC INFORMATION

BIRTH DATE	
AGE	
GENDER	MALE FEMALE
ETHNICITY (circle all that apply)	AFRICAN AMERICAN CAUCASIAN HISPANIC/LATINO NATIVE AMERICAN ASIAN/PACIFIC ISLANDER OTHER
ESOL	NO, I do not currently receive ESOL services. YES, I currently receive ESOL services at Level _____ .
CURRENT SCHOOL	
CURRENT GRADE	
IEP/504 ACCOMMODATIONS	NO YES (Please submit accommodations documentation with application.)
PREVIOUS PARTICIPATION	NO YES, I previously participated in another leadership program. Program name _____

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Report Card Information

FORM B

REPORT CARD

Directions:

1. Fill out the information below.
2. Submit with a copy of your most recent report card grades.

Applications will not be processed unless all forms are received!

STUDENT NAME	
STUDENT ID NUMBER	

John F. Kennedy High School

Leadership Training Institute (LTI)

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FORM C-1

TEACHER RECOMMENDATION: **ENGLISH TEACHER**

STUDENT: Fill in the information below and give this form to the English teacher making the recommendation.

STUDENT NAME	
STUDENT ID NUMBER	

TEACHER: Please complete the following information as well as the Evaluation Form and email to Mr. Frempong at kofi.frempong@mcpsmd.net

TEACHER NAME	
SCHOOL	
PHONE NUMBER	
CAPACITY IN WHICH YOU KNOW THIS STUDENT	
COURSE AND GRADE LEVEL IN WHICH YOU TAUGHT THIS STUDENT	
TEACHER SIGNATURE	

Kofi Frempong, Coordinator
Leadership Training Institute
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Your recommendation is an important consideration in the selection process. Please complete the recommendation with reference to the demands of this program. Your comments are encouraged and greatly appreciated.

TEACHER RECOMMENDATION: ENGLISH TEACHER (CONFIDENTIAL)

Please use the following scale in completing the descriptors for this student. Consider the student with reference to the demands of the program.

- 5 – Exhibits this trait to an exceptional degree
- 4 – Exhibits this trait consistently
- 3 – Exhibits this trait frequently
- 2 – Exhibits this trait occasionally
- 1 – Exhibits this trait rarely
- NA – Trait is not observed

STUDENT TRAITS	5	4	3	2	1	NA
1. Demonstrates higher order thinking skills (analysis & synthesis of ideas)						
2. Learns quickly with good retention						
3. Is a keen and alert observer						
4. Applies concepts to new materials						
5. Quickly recognizes and understands conceptual relationships						
6. Seeks intellectual challenges						
7. Is sensitive to clock and calendar deadlines						
8. Works well in group settings						
9. Demonstrates ability to concentrate						
10. Demonstrates strong skills in oral communication						
11. Demonstrates strong skills in content appropriate reading comprehension						
12. Demonstrates strong skills in content appropriate critical thinking						
13. Demonstrates strong skills in content appropriate problem solving						
14. Is a self-starter						
15. Demonstrates initiative and intellectual curiosity						
16. Is a self-starter and can work independently						
17. Can see past immediate rewards to long-range goals						
18. Generates a large number of ideas or solutions to problems						
19. Is a high academic risk-taker						
20. Demonstrates an interest and enthusiasm for learning						

COMMENTS (CONFIDENTIAL)

Please discuss any issues you feel are important for the committee to know, including the student's academic and personal integrity.

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FORM C-2

TEACHER RECOMMENDATION: **SELECTED TEACHER**

STUDENT: Fill in the information below and give this form to the non-English academic teacher making the recommendation.

STUDENT NAME	
STUDENT ID NUMBER	

TEACHER: Please complete the following information as well as the Evaluation Form and email to Mr. Frempong at kofi.frempong@mcpsmd.net

TEACHER NAME	
SCHOOL	
CAPACITY IN WHICH YOU KNOW THIS STUDENT	
COURSE AND GRADE LEVEL IN WHICH YOU TAUGHT THIS STUDENT	
TEACHER SIGNATURE	

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Your recommendation is an important consideration in the selection process. Please complete the recommendation with reference to the demands of this program. Your comments are encouraged and greatly appreciated.

TEACHER RECOMMENDATION: SELECTED TEACHER (CONFIDENTIAL)

Please use the following scale in completing the descriptors for this student. Consider the student with reference to the demands of the program.

- | | |
|--|--------------------------------------|
| 5 – Exhibits this trait to an exceptional degree | 2 – Exhibits this trait occasionally |
| 4 – Exhibits this trait consistently | 3 – Exhibits this trait frequently |
| 1 – Exhibits this trait rarely | NA – Trait is not observed |

STUDENT TRAITS	5	4	3	2	1	NA
21. Demonstrates higher order thinking skills (analysis & synthesis of ideas)						
22. Learns quickly with good retention						
23. Is a keen and alert observer						
24. Applies concepts to new materials						
25. Quickly recognizes and understands conceptual relationships						
26. Seeks intellectual challenges						
27. Is sensitive to clock and calendar deadlines						
28. Works well in group settings						
29. Demonstrates ability to concentrate						
30. Demonstrates strong skills in oral communication						
31. Demonstrates strong skills in content appropriate reading comprehension						
32. Demonstrates strong skills in content appropriate critical thinking						
33. Demonstrates strong skills in content appropriate problem solving						
34. Is a self-starter						
35. Demonstrates initiative and intellectual curiosity						
36. Is a self-starter and can work independently						
37. Can see past immediate rewards to long-range goals						
38. Generates a large number of ideas or solutions to problems						
39. Is a high academic risk-taker						
40. Demonstrates an interest and enthusiasm for learning						

COMMENTS (CONFIDENTIAL)

Please discuss any issues you feel are important for the committee to know, including the student's academic and personal integrity.



Essay Instructions Select one of the two essays to respond to. Be descriptive, detailed, and specific. Your response should be typed, double-spaced, and at least 250 words long. Your essay must be an original work, completed individually, without assistance, although you are encouraged to use a dictionary for any unknown terms.

ESSAY 1: MODERN THEORIES OF LEADERSHIP

Based on the descriptions below, select the leadership style(s) that most closely represents the kind of leader you are or would like to become. Then, drawing from your experience or something you have read or observed, construct a well-argued and well-explained essay on why this leadership style appeals to you, and why this makes you a strong LTI candidate.

Servant Leadership

The great leader is seen as servant first. (Robert Greenleaf)

Servant leadership “requires us to think about the leader as steward in terms of relationships, of assets and legacy, of momentum and effectiveness, of civility and values” (Max Depree). Leadership is seen as service to society.

Charismatic Leadership

Leaders, who by the power of their person, have profound and extraordinary effects on their followers. (Bernard Bass)

Charismatic leaders are distinguished by their vision, their rhetorical skills, their ability to build a particular kind of image in the hearts and minds of their followers, and their personalized style of leadership. They have natural charm.

Transactional Leadership

Transactional leadership occurs when one person takes the initiative in contacting others for the purpose of an exchange of valued things. (James MacGregor Burns)

The exchange could be economic or political or psychological in nature; a swap of goods or of one good for money; a trading of votes between a candidate and citizen or between legislators; hospitality to another person in exchange for willingness to listen to one’s troubles. They look at things from the perspective of “you scratch my back, I’ll scratch yours.”

Transformational Leadership

Transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality.

(James MacGregor Burns)

Transforming leadership ultimately becomes *moral* in that it raises the level of human conduct and ethical aspiration of both the leader and the led, and thus it has a transforming effect on both. Transformational leaders primarily are change agents; they bring about change.

ESSAY 2: PERSONAL REFLECTION

Below is a list of difficult things to do. Read and reflect on them. Select the one item that represents something you are still struggling with or have had great success in overcoming. Then, drawing from your own personal experience, construct a well-explained essay that allows the reader to clearly see why that was/is difficult for you and how you overcame it or are trying to overcome it. Be sure to identify which difficult thing you are addressing (for example, “To Break a Bad Habit”), and why facing this issue makes you a strong LTI candidate.

- | | | |
|---|--|---|
| -To break a bad habit | - To withhold judgment | - To persevere without haste |
| -To love an enemy | - To wait without impatience | - To suffer without complaint |
| -To think logically | - To fraternize without losing individuality | - To be indifferent to ridicule |
| -To admit ignorance | - To know when to keep silent | - To concentrate in the midst of strife |
| -To serve without compensation, commendation, recognition | | - To endure hatred without resentment |