# LeaderinMe®

## FIND YOUR VOICE

# Research Guide

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CASEL SELect Program

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**ABOUT FRANKLINCOVEY EDUCATION**
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of the world's most prominent and trusted providers of educational leadership programs and
transformational processes. Our mission is to enable greatness in students, teachers, and
schools everywhere. The FranklinCovey Education team is primarily composed of outstanding
former teachers and administrators from various educational levels and entities.

FranklinCovey is a global, public company specializing in performance improvement. We help
organizations and individuals achieve results that require a change in human behavior. Our
expertise is in seven areas: Leadership, Execution, Productivity, Trust, Sales Performance,
Customer Loyalty, and Education.

For more information about *Leader in Me* or other FranklinCovey Education offerings, please
email: educate@franklincovey.com or call: 888-868-1776.

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# LeaderinMe® | RESEARCH GUIDE

## Introduction

*Leader in Me* is a K–12 whole-school improvement model and process being implemented by thousands of schools in over 50 countries worldwide. A significant portion of the growth *Leader in Me* has seen can be attributed to schools sharing their inspirational stories of success, prompting new schools to join our community to create stories of their own. These stories of success were the start of our research journey and remain at the heart of many research studies found in this guide.

The purpose of this guide is to share highlights from the evidence currently available to showcase the variety of impacts and innovative research approaches. A complete reference section can be found at the back of the guide. Visit our research website for links to full articles: theLeaderinMe.org/what-is-the-impact

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# Is *Leader in Me* Evidence-Based?

Yes! Objective evidence of *Leader in Me* impacts has been steadily growing since 2010. To date, over 30 independent academic-research studies have evaluated *Leader in Me* effectiveness. A full range of experimental methods have been used—from quantitative analysis of statewide data, to qualitative studies that analyzed interview data from dozens of educators, families, and students. In addition, nearly all of the studies were reviewed by a peer or academic advisory group before release, and all studies were conducted independent of FranklinCovey.

**The academic studies were conducted by the following colleges and universities (number of studies):**

- Arizona State University (1)
- California State University (1)
- Capella University (2)
- College of St. Rose (1)
- Dordt College (1)
- Eötvös Loránd University (1)
- Gardner-Webb University (1)
- Johns Hopkins University (2)
- Lamar University (1)
- Missouri Baptist University (1)
- NW Missouri State University (1)
- St. John's University (1)
- Texas A&M (1)

- University of Alberta (2)
- University of Louisiana Lafayette (2)
- University of Michigan (2)
- University of Missouri (1)
- University of North Florida (2)
- University of Northern Iowa (2)
- University of Pécs (1)
- University of S. Mississippi (1)
- Virginia Commonwealth University (1)
- Walden University (1)
- Wingate University (1)

In addition to these academic research studies, FranklinCovey Education invests in quality research groups to provide data-informed decision making to boost the continual improvement of our training, implementation, and ongoing support to our community of schools.

Together, these complementary approaches created a broad range of research outcomes that show consistently positive results for *Leader in Me*.

"A widely used adjective in education, **EVIDENCE-BASED** refers to any concept or strategy that is derived from or informed by objective evidence— most commonly, educational research or metrics of school, teacher, and student performance."

**(THE GLOSSARY OF EDUCATION REFORM)**

# What Are the Impacts of *Leader in Me?*

*Leader in Me* is a whole-school improvement model designed to create change across a wide variety of areas. Consequently, research regarding the *Leader in Me* reveals a wide variety of impact. In this guide, we have organized highlights from these diverse findings using categories of expected *Leader in Me* outcomes within Leadership, Culture, and Academics.

Research outcomes related to *Leader in Me* are broadly organized in three categories: Leadership, Culture, and Academics. The table below identifies the most common outcomes within each category and provides a statement of impact for each outcome. This research guide follows this same organization by category and outcomes to present research highlights.

| LEADERSHIP | CULTURE | ACADEMICS |
|---|---|---|
| **Student Behavior**<br>*Leader in Me* positively impacts our students' behavior. | **Attendance**<br>*Leader in Me* Schools create school cultures where students and staff feel safe and engaged. | **State Test**<br>*Leader in Me* Schools help students and staff build the skills and competencies necessary for student achievement. |
| **Staff Social-Emotional Teaching Readiness**<br>*Leader in Me* develops the personal and professional capacity of teachers and staff, allowing them to confidently teach and model social-emotional leadership skills. | **Supportive School Environment**<br>The environment of *Leader in Me* Schools engages student learning and positively supports the development of student social-emotional leadership skills. | **Teaching Efficacy**<br>*Leader in Me* prepares and supports teachers to create goal-centered, student-led classrooms that empower students to lead their own learning. |
| **Student Leadership**<br>Students at *Leader in Me* Schools are developing the mindsets, behaviors, and skills to be effective lifelong leaders. | **Student Engagement**<br>*Leader in Me* Schools help students feel emotionally safe, socially supported, and academically engaged. | **Student-Led Achievement**<br>*Leader in Me* empowers our students with the mindsets, skills, and supportive environment they need to lead their academic achievement. |
| **Family Involvement**<br>*Leader in Me* provides our students' families with the information, training, and school resources needed to empower them to be supportive partners in the development of their child's social-emotional learning. | **Staff Satisfaction**<br>*Leader in Me* Schools work to empower teachers with meaningful leadership opportunities and engage them in guiding the social, emotional, and academic development of their students. | |

# Behavior

*Leader in Me* positively impacts our students' behavior.

**THE STUDENT DISCIPLINE & LEADERSHIP CONNECTION**

Leadership is a choice, and for our *Leader in Me* students, those personal choices are clearly demonstrated through self-discipline. Negative interactions with peers, outbursts in class, and disrespect of teachers, that rise to the level of a discipline referral or suspension, can all be seen as a lack of self-discipline. As a student takes greater responsibility for personal and interpersonal leadership, their ability to use self-discipline will increase, resulting in discipline referrals decreasing.
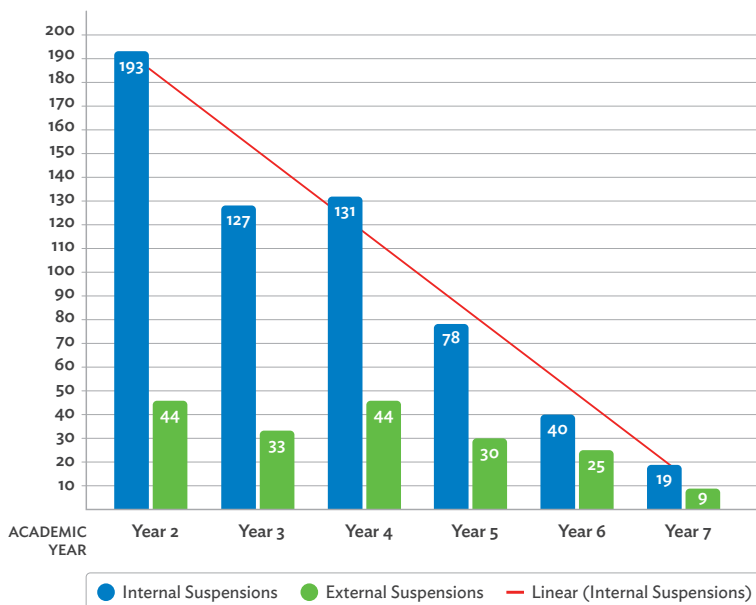
Teachers "indicated that with the utilization of the *Leader in Me* initiative, they have **MORE TIME TO PLAN AND CREATE LEARNING EXPERIENCES** for their students versus **DEALING WITH DISCIPLINARY ISSUES**."

**DR. B. BRYANT (2016) CAPELLA UNIVERSITY, p. 77**

# 22.84%

**IMPROVEMENT IN STUDENT BEHAVIOR** was found in a statewide analysis of Florida *Leader in Me* Schools compared to matched controls.

**DR. S. SCHILLING (2018) UNIVERSITY OF MICHIGAN**



Internal Suspensions — Year 2: 193, Year 3: 127, Year 4: 131, Year 5: 78, Year 6: 40, Year 7: 19
External Suspensions — Year 2: 44, Year 3: 33, Year 4: 44, Year 5: 30, Year 6: 25, Year 7: 9

- ● Internal Suspensions
- ● External Suspensions
- — Linear (Internal Suspensions)

**JUNIOR HIGH BEHAVIORAL INCIDENTS**

# 88%

**OVERALL DECREASE IN JUNIOR HIGH BEHAVIOR INCIDENTS** once filled with students who had experienced *LiM* in elementary school.

**DR. C. ISHOLA(2016) BENEDICTINE UNIVERSITY**

# 42%

**FEWER DISCIPLINE INCIDENCES THAN EXPECTED** in a statewide sample of *Leader in Me* schools based on their pre–*Leader in Me* trajectory.

DR. M. WHITE (2018) UNIVERSITY OF MICHIGAN

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*Leader in Me* is associated with a **SIGNIFICANT DECREASE** in the total number of discipline reports.
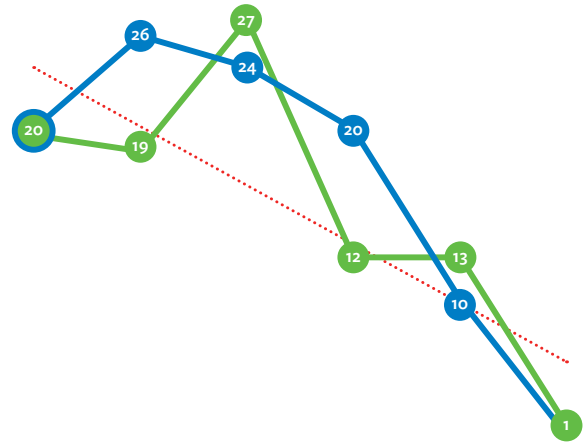
DR. S. CARACELO (2012) WALDEN UNIVERSITY

## ELEMENTARY SCHOOL IN- AND OUT-OF-SCHOOL SUSPENSIONS



| ACADEMIC YEAR | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|---|---|---|---|---|---|---|

● Internal Suspensions  ● External Suspensions  ⋯ Linear (External Suspensions)

"Administrators at all three schools reported incidences of being called out to handle disputes between students only to arrive upon the scene to find **STUDENTS PROBLEM SOLVING** and **WORKING THROUGH THE ISSUE THEMSELVES** using **HABIT LANGUAGE**."

DR. C. TIDD (2016) WALDEN UNIVERSITY, p. 47

# 31%

**OVERALL DECREASE IN ELEMENTARY BEHAVIOR INCIDENTS** within a year of teaching the *LiM* program, continued decrease the following two years of the study.

DR. C. ISHOLA (2016) BENEDICTINE UNIVERSITY

**23% OVERALL DECREASE IN DISCIPLINARY ISSUES** over the first five years implementing *Leader in Me*.

DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE

"The emphasis on making **BETTER CHOICES** may have caused less bullying...."
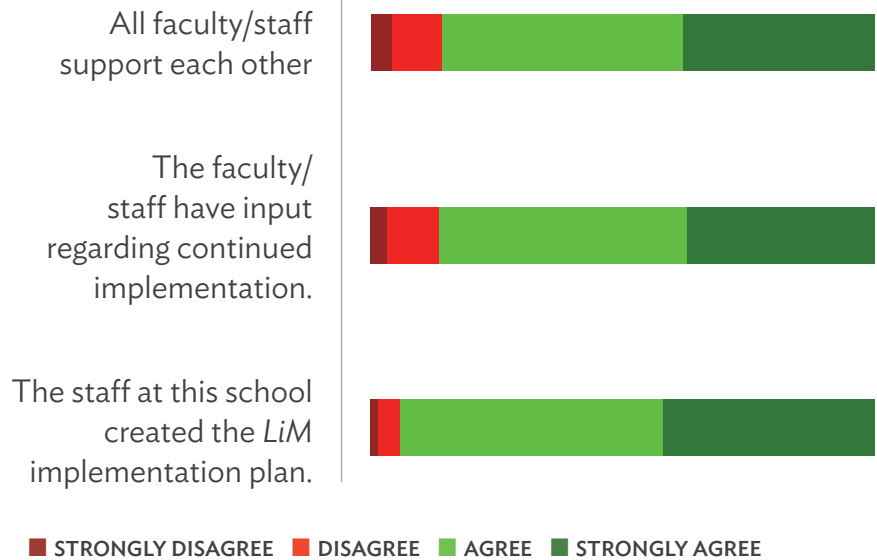
DR. S. EVANS (2014) VIRGINIA COMMONWEALTH UNIVERSITY, p. 106

# Staff Social-Emotional Teaching Readiness

*Leader in Me* develops the personal and professional capacity of teachers and staff, allowing them to confidently teach and model social-emotional leadership skills.

Following *Leader in Me* training, "the teachers and staff seem to be **MORE IN CHARGE OF THEMSELVES** and the outcome of their performance at school."

**DR. E. SWANTNER (2016) LAMAR UNIVERSITY, p. 44**

All faculty/staff support each other

The faculty/staff have input regarding continued implementation.

The staff at this school created the *LiM* implementation plan.

■ STRONGLY DISAGREE   ■ DISAGREE   ■ AGREE   ■ STRONGLY AGREE

**DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE**

"Rather than being prescribed a lesson plan, teachers have autonomy to integrate *LiM* with regular classroom instruction and management. Most, if not all, do this by **DISCUSSING, MODELING, AND REINFORCING** the *7 Habits* and leadership concepts in the context of lessons, stories, student play and academic activity, and responding to discipline problems."

**DR. S. ROSS (2012) JOHNS HOPKINS UNIVERSITY, p. 62**

# 84%

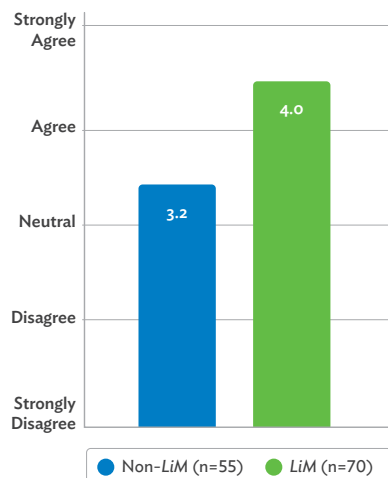of teachers acquired new skills and knowledge to be **BETTER LEADERS**.

**ROI INSTITUTE (2014)**

Significant correlation between teachers' beliefs about school vision of leadership and *7 Habits* indicating that "[Teachers] not only **BELIEVE THAT THEIR STUDENTS ARE LEADERS**, but they envision them living the *7 Habits*, as leaders would do."

**DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE, p. 105**

**MY PROFESSIONAL DEVELOPMENT IS ADEQUATELY TRAINING ME TO FOSTER STUDENT LEADERSHIP.**



Strongly Agree

Agree — 4.0

Neutral — 3.2

Disagree

Strongly Disagree

● Non-*LiM* (n=55)   ● *LiM* (n=70)

DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA, p. 78

After implementing *Leader in Me*, teachers consistently reported "a **GREAT SENSE OF PERSONAL RESPONSIBILITY** among the faculty and staff members in the school."

DR. B. BRYANT (2016) CAPELLA UNIVERSITY, p. 66



"Attending professional development with faculty and staff members provided **A SENSE OF UNITY AND COLLABORATION** among all school personnel."

DR. S. ROSS (2012) JOHNS HOPKINS UNIVERSITY, p. 62

"The teachers who participated in this study reported that there is a **STRONGER SENSE OF COHESIVENESS IN THE SCHOOL ENVIRONMENT AS WELL AS THE CLASSROOM**" following *LiM* implementation.

DR. B. BRYANT (2016) CAPELLA UNIVERSITY, p. 65

"The personal examples used by the teachers served as a discussion platform, in combination with modeling, as the teacher moderated her **OWN BEHAVIOR TO SERVE AS A GOOD EXAMPLE**."

DR. S. EVANS (2014) VIRGINIA COMMONWEALTH UNIVERSITY, p. 106

[Teachers reported *Leader in Me* Professional Development] "not only **CHANGING HOW THEY INTERACT WITH THEIR STUDENTS**... [but also that] integrating the *Leader in Me* in their classrooms, they had the opportunity to **PRACTICE [THE 7 HABITS] IN THEIR EVERYDAY LIVES**."

DR. B. BRYANT (2016) CAPELLA UNIVERSITY, p. 75

**87%**

of teachers acquired new skills and knowledge to **EMPOWER STUDENTS**.

ROI INSTITUTE (2014)

# Student Leadership

Students at *Leader in Me* schools are developing the mindsets, behaviors, and skills to be effective lifelong leaders.

"There was a clear progression in *LiM* schools based on the level of implementation, with more advanced schools identifying student **SELF-REGULATION AND COOPERATION AS INTEGRAL PARTS** of *LiM* that improve student engagement and academic performance."

DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

## 28%

**IMPROVEMENT IN TEEN'S MENTAL WELLNESS** after completing a *7 Habits* program according to Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) a validated measure of teen's mental wellness.

THE NATIONAL HEALTH SERVICES OF SCOTLAND AND THE FIFE COUNCIL (2015)

Researchers found a significant relationship between a students' use of *7 Habits* leadership practices and their **CHOICE OF HEALTHY FOOD** as well as their **LEVEL OF EXERCISE**.

DR. FERLAND, DR. CHU, DR. GLEDDIE, DR. STOREY, DR. VEUGELERS (2014) UNIVERSITY OF ALBERTA

"*Leader in Me* has **POSITIVELY IMPACTED PEER RELATIONSHIPS**."

DR. C. TIDD (2016) WALDEN UNIVERSITY, p. 42



"All participants in the study indicated that they have seen an **INCREASE IN STUDENTS TAKING PERSONAL RESPONSIBILITY FOR THEIR ACTIONS** in school."

DR. B. BRYANT (2016) CAPELLA UNIVERSITY, p. 66

Teachers across schools consistently agreed that *LiM* students demonstrated **HIGH LEVELS OF RESPONSIBILITY AND COLLABORATION**.

DR. S. CARACELO (2012) WALDEN UNIVERSITY

**4TH GRADERS' AGREEMENT THAT "STUDENTS IN MY SCHOOL HELP EACH OTHER EVEN IF THEY ARE NOT FRIENDS."**

| | |
|---|---|
| Strongly Agree | |
| Agree | 4.2 (Lighthouse) |
| Neutral | 3.4 (Advanced Level 2), 3.1 (Implementation Level 2), 2.9 (Beginning-Level 1) |
| Disagree | 2.6 (Non-LiM) |
| Strongly Disagree | |

X-axis: Non-*LiM* | Beginning-Level 1 | Implementation Level 2 | Advanced Level 2 | Lighthouse

Data points: 2.6, 2.9, 3.1, 3.4, 4.2
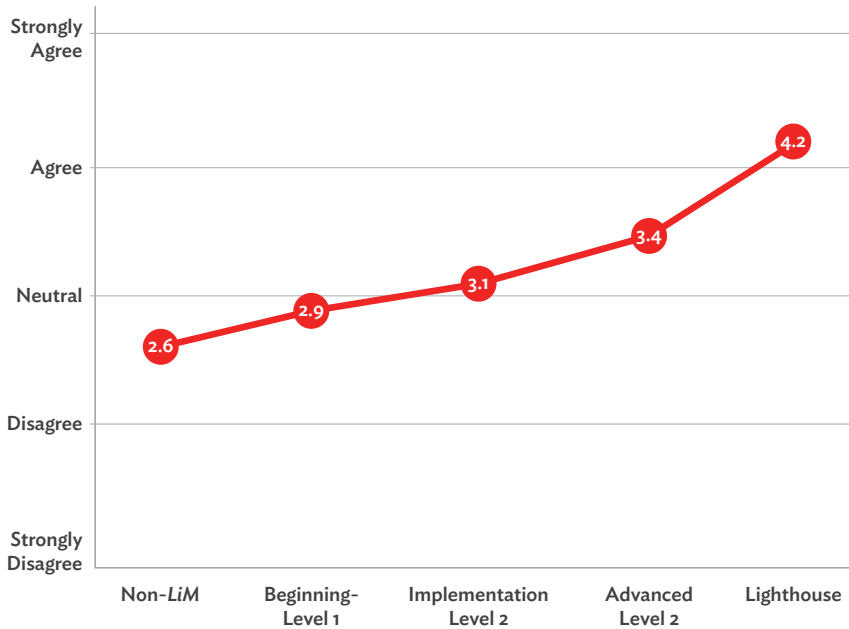
DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

# 33%

increase in **INDEPENDENT** social/emotional behaviors.

# 41%

increase in **INTERDEPENDENT** social/emotional behaviors for pre-K students after 7 weeks of *Leader in Me* training.

DR. L. ANDERSEN (2011) ST. JOHN'S UNIVERSITY

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Researchers recommended the *LiM* program as a way to "help educators in better preparing students to be responsible individuals who use their **LEADERSHIP SKILLS TO POSITIVELY IMPACT THEIR OWN LEARNING AND SCHOOL AND COMMUNITY CULTURES**."

DR. S. CARACELO (2012) WALDEN UNIVERSITY, p. 3

"Teachers and principals identified that *LiM*'s most significant engagement and academic impact was the way in which the program **IMPROVED STUDENTS' ABILITY TO SET ACADEMIC GOALS, PLAN, AND SELF-REGULATE THEIR LEARNING**."

DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

"In the classroom, students have **LANGUAGE TO MATCH BEHAVIOR** and therefore tend to be more eager to **SYNERGIZE** and **WORK TOGETHER**."

DR. B. BRYANT (2016) CAPELLA UNIVERSITY, p. 65

Collaboration was **"IDENTIFIED AS AN OBSERVABLE LEADERSHIP TRAIT AS A RESULT OF THE *LiM* PROGRAM"** and "further explains" the changes in students' behaviors.

DR. S. CARACELO (2012) WALDEN UNIVERSITY, p. 55

# Family Involvement

*Leader in Me* provides our students' families with the information, training, and school resources which empower them to be supportive partners in the development of their child's social-emotional learning.

**90%** of students acquired new knowledge and skills to be **LEADERS AT SCHOOL AND HOME**.

**ROI INSTITUTE (2014)**

"Overall, an emerging theme from the parental interviews was that the school used the leadership program to **ACCENTUATE A CHILD'S STRENGTHS**, and positive reinforcement encouraged leadership and other desired behaviors."

**DR. S. EVANS (2014) VIRGINIA COMMONWEALTH UNIVERSITY, p. 113**

"Training parents in the usage of the *7 Habits* ensures that **LANGUAGE** and **EXPECTATIONS** that are associated with the *Leader in Me* are also used and **REINFORCED** in other environments outside of the school setting."

**DR. N. BRYANT (2016) CAPELLA UNIVERSITY, p. 96**

"By utilizing a **'WHOLE SCHOOL INITIATIVE'** such as the *Leader in Me*, the administrators were also able to include parents and community members in the initiative."

**DR. N. BRYANT (2016) CAPELLA UNIVERSITY, p. 86**

"At least **83%** of parents indicated **YES,** they are **SATISFIED** with home-school communications, parent-school relations, and school quality."
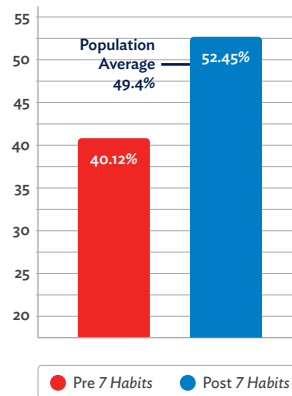
**ROI INSTITUTE (2014), p. 6**

**92%** of parents say *LiM* has had a **POSITIVE IMPACT ON THEIR CHILD**.

**WESTGATE RESEARCH (2014)**

# 30.71%

**IMPROVEMENT IN PARENT'S MENTAL WELLBEING** after completing the *7 Habits* program, taking them from significantly below average to average wellbeing.

THE NATIONAL HEALTH SERVICES OF SCOTLAND AND THE FIFE COUNCIL (2015)

Population Average 49.4%

52.45%

40.12%

● Pre *7 Habits*  ● Post *7 Habits*

"On completion of the [7 Habits] 'Families' program,

# 97.44%

agreed (56.41% strongly agreed and 41.03% agreed) that they held a **CLEARER PICTURE OF WHAT THEY WANTED THEIR FAMILY TO BE LIKE**."

| 41.03% | 56.41% |
|---|---|

THE NATIONAL HEALTH SERVICES OF SCOTLAND AND THE FIFE COUNCIL (2015), p. 21

"Utilizing a **COMMON LANGUAGE** within the school ensures the community leaders and parents have the necessary **TOOLS** to assist students in bridging the gap between home and school."

DR. N. BRYANT (2016)
CAPELLA UNIVERSITY, p. 98

# Attendance

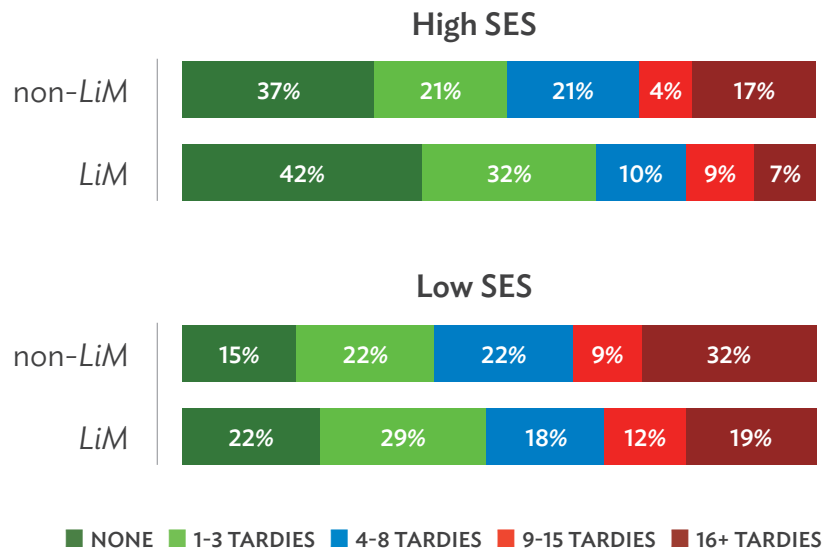*Leader in Me* schools create school cultures where students and staff feel safe and engaged.

**THE ATTENDANCE & CULTURE CONNECTION:**
Positive school culture is an essential requirement for higher attendance. Research has found that when students and staff feel valued and recognized for their unique gifts and talents they experience an increased desire to engage with the people and activities in the school. This student and staff engagement helps students and staff see that it matters to others if they are at school, and that people are counting on them to show up. As a result, attendance rates naturally increase.

"Follow-up 9th grade data shows that students who attended a **NON-*LiM* MIDDLE SCHOOL** were about **TWICE AS LIKELY** to be **CHRONICALLY TARDY** compared to students who attended a *LiM* middle school for 3 years."

DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

**PERCENTAGE OF TARDIES FOR 9TH GRADERS FROM *LiM* AND NON-*LiM* MIDDLE SCHOOLS BY SES STATUS**

### High SES

| | NONE | 1-3 TARDIES | 4-8 TARDIES | 9-15 TARDIES | 16+ TARDIES |
|---|---|---|---|---|---|
| non-*LiM* | 37% | 21% | 21% | 4% | 17% |
| *LiM* | 42% | 32% | 10% | 9% | 7% |

### Low SES

| | NONE | 1-3 TARDIES | 4-8 TARDIES | 9-15 TARDIES | 16+ TARDIES |
|---|---|---|---|---|---|
| non-*LiM* | 15% | 22% | 22% | 9% | 32% |
| *LiM* | 22% | 29% | 18% | 12% | 19% |

■ NONE  ■ 1-3 TARDIES  ■ 4-8 TARDIES  ■ 9-15 TARDIES  ■ 16+ TARDIES

"*Leader in Me* schools showed an **AVERAGE OF 27% (YEAR 1)** and **35% (YEAR 2)** fewer students with excessive absences in comparison to the school districts in the study."

DR. PASCALE, DR. OHLSON, DR. LEE (2016) UNIVERSITY OF N. FLORIDA, p. 16

A statewide analysis of Missouri elementary schools revealed a significant **DECREASE IN ATTENDANCE** for schools who left the *LiM* process compared with *LiM* schools still in the process. (*p*<0.001)
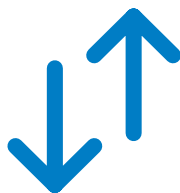
A statewide analysis of Missouri elementary schools revealed a significant **INCREASE IN ATTENDANCE** in *LiM* 3.0 Schools compared with similar non-*LiM* schools (*p*=0.007)
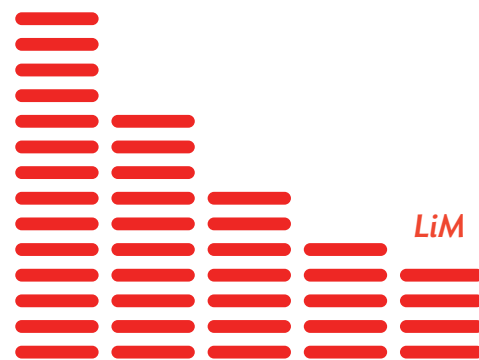
**DR. M. WHITE (2018) UNIVERSITY OF MICHIGAN**
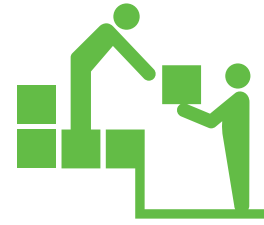


"Administrators report that student absenteeism has decreased. Students understand that others are depending on them to be at school to take care of certain tasks and **THEY DO NOT WANT TO LET OTHERS DOWN.** They take their responsibility very seriously."

**DR. C. TIDD (2016) WALDEN UNIVERSITY, p. 52**

**STATE**

*LiM*

# 45%

fewer students with **EXCESSIVE ABSENCES** in year 2 *LiM* Schools, compared to state average.

**DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA**

# Supportive School Environment

The environment of *Leader in Me* schools engages student learning and positively supports the development of student social-emotional leadership skills.

## 89.84%

of *LiM* staff either "agreed" or "strongly agreed" with the statement **"ALL FACULTY/STAFF WORK TOWARD A COMMON VISION OF ALL STUDENTS AS LEADERS."**
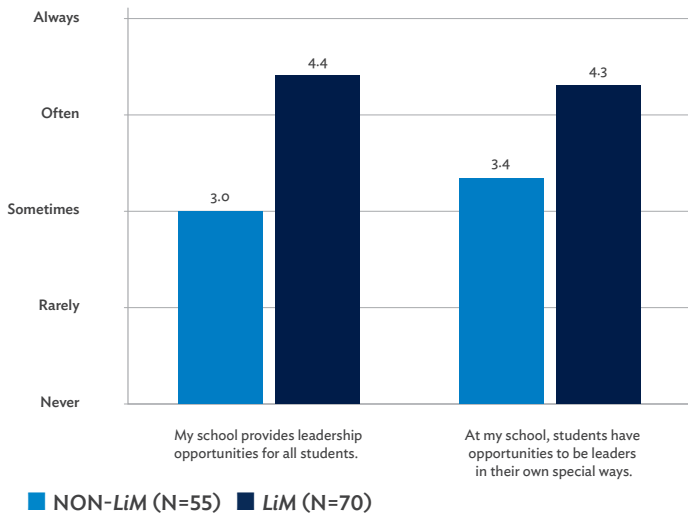
DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE

## 91%

of staff either "agreed" or "strongly agreed" with the statement **"ALL STUDENTS AT THIS SCHOOL ARE LEADERS."**

DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE

## TEACHER DIFFERENCES IN PERCEPTION OF STUDENT LEADERSHIP OPPORTUNITIES

Always
Often — 4.4 — 4.3
Sometimes — 3.0 — 3.4
Rarely
Never

My school provides leadership opportunities for all students.

At my school, students have opportunities to be leaders in their own special ways.

■ NON-*LiM* (N=55)  ■ *LiM* (N=70)

### Level of *Leader in Me* Implementation

DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

## 38%

**GREATER AGREEMENT** *LiM* school offered leadership opportunities to all students

DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

Teacher interviews and student essays revealed *"an emphasis on creating a* **POSITIVE, INCLUSIVE,** *and* **EGALITARIAN CLASSROOM CLIMATE** *by helping others"*

BALDWIN, M.A., DR. LODICO, DR. VOEGTLE, BRUCE, DR. MARTONE (2012) THE COLLEGE OF SAINT ROSE, p. 8
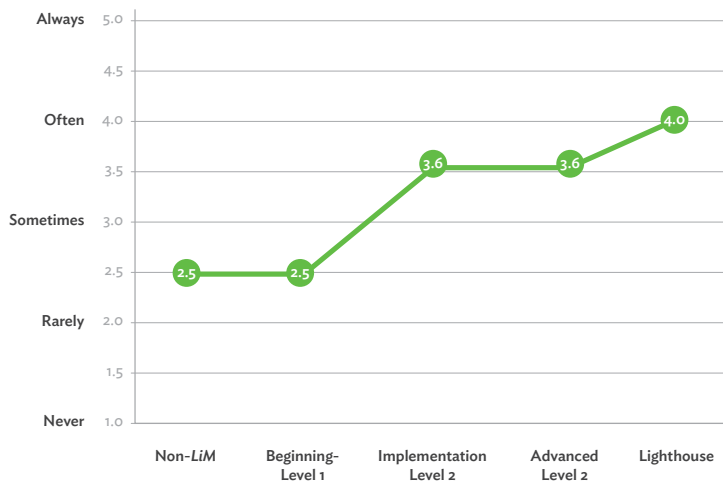
## 4TH GRADERS' ESTIMATES OF THE FREQUENCY THAT THEY "FEEL SAFE AT SCHOOL."
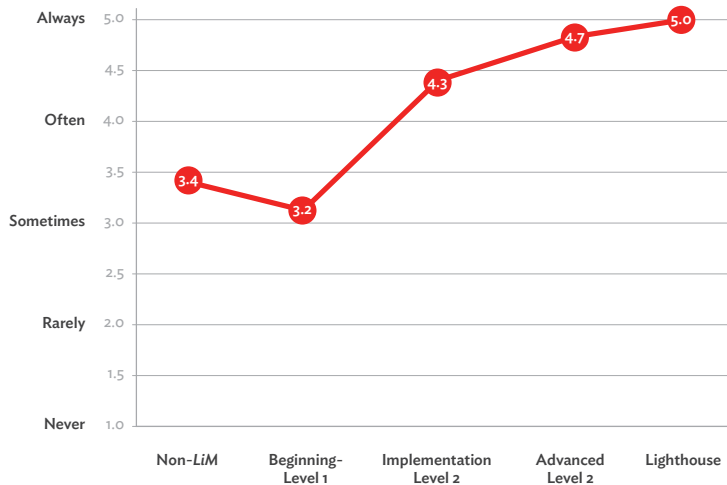


Level of *Leader in Me* Implementation

DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

## 4TH GRADERS' ESTIMATES OF THE FREQUENCY THAT "STUDENTS GET TO HELP MAKE DECISIONS AT MY SCHOOL."



Level of *Leader in Me* Implementation

DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

# 95%

of surveyed staff either "agreed" or "strongly agreed" that students can **SUCCESSFULLY MAINTAIN CLASSROOM LEADERSHIP ROLES**, and **90%** of surveyed staff either "agreed" or "strongly agreed" that students can **SUCCESSFULLY CARRY OUT SCHOOLWIDE LEADERSHIP ROLES** as well.

DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE

"[C]reating a **WHOLE SCHOOL LANGUAGE** within the school and community was pertinent to recognizing the **STRENGTHS OF THE COMMUNITY AND SCHOOL**" and "…fosters respect for all individuals and unifies all individuals."

DR. N. BRYANT (2016) CAPELLA UNIVERSITY, p. 88

*Leader in Me* teachers and students reported *"a strong belief that* **ALL PERSONS** *could be leaders in different ways"*

BALDWIN, M.A., DR. LODICO, DR. VOEGTLE, BRUCE, DR. MARTONE (2012) THE COLLEGE OF SAINT ROSE, p. 8

"Teachers reported that they changed their **CLASSROOM MANAGEMENT PRACTICES** from negative to positive approaches"

BALDWIN, M.A., DR. LODICO, DR. VOEGTLE, BRUCE, DR. MARTONE (2012) THE COLLEGE OF SAINT ROSE, p. 8

# Student Engagement

*Leader in Me* schools help students feel emotionally safe, socially supported, and academically engaged.

# 43%

less likely for a Lighthouse *LiM* student to say **THEY DON'T LIKE SCHOOL** compared with a non-*LiM* student.

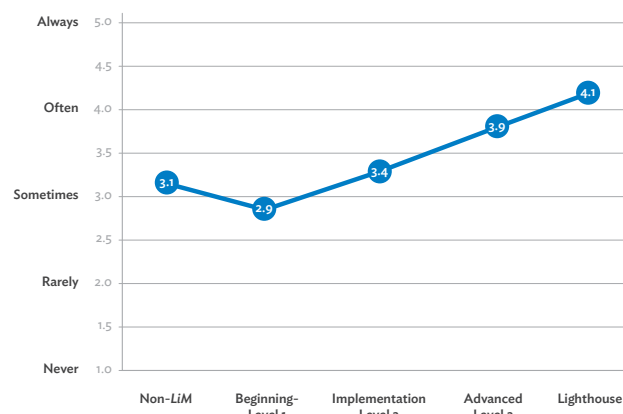DR. C. TIDD (2016) WALDEN UNIVERSITY, p. 53

"At least **85%** of the students indicated agreement that their teacher cared about them, they **LIKED GOING TO THE SCHOOL**, and they are learning a lot."

ROI INSTITUTE (2014) p. 6

"Students felt that *LiM* had helped them be better students by helping them **BEHAVE BETTER** and providing them with opportunities to take **OWNERSHIP OF THEIR LEARNING**."

DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

**4TH GRADERS' ESTIMATES OF THE FREQUENCY THAT THEY ARE "INTERESTED IN THE WORK AT SCHOOL."**



Line chart with y-axis labeled: Always 5.0, 4.5, Often 4.0, 3.5, Sometimes 3.0, 2.5, Rarely 2.0, 1.5, Never 1.0. X-axis categories: Non-*LiM* (3.1), Beginning-Level 1 (2.9), Implementation Level 2 (3.4), Advanced Level 2 (3.9), Lighthouse (4.1).

DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

"[S]tudents in leadership roles have such a **SENSE OF PRIDE** about their school and the responsibility that they have undertaken, they simply want to **DO THE RIGHT THING** when it comes to behavior."

DR. C. TIDD (2016) WALDEN UNIVERSITY, p. 53

"Teachers and students reported that after implementing *Leader in Me* the "*classroom became a* **SAFE ENVIRONMENT** *where all students felt comfortable pursuing goals*"

BALDWIN, M.A., DR. LODICO, DR. VOEGTLE, BRUCE, DR. MARTONE (2012) THE COLLEGE OF SAINT ROSE, p. 8

# Staff Satisfaction

*Leader in Me* schools work to empower teachers with meaningful leadership opportunities and engaged in guiding the social, emotional, and academic development of their students.

# 94.53%

of staff indicated either agreement (52.34%) or strong agreement (42.19%) with the statement indicating that **STAFF CREATED THE IMPLEMENTATION PLAN** at that school.

**DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE**

# 86.72%

of staff either "agreed" or "strongly agreed" with the statement "the faculty/staff have input regarding the **CONTINUED IMPLEMENTATION** (of *LiM*)"

**DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE**

# 91.2%

of the teachers reported the school was a **GOOD PLACE TO WORK AND LEARN** (4.2% increase in the two years since beginning *Leader in Me* implementation)

**DR. ROBYN STELLA (2013) GARDNER-WEBB UNIVERSITY**

# 95.31%

of staff either "agreed" or "strongly agreed" with the statement "the *LiM* Lighthouse Team **SETS THE ACTION ITEMS**" of the school.

**DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE**

# Academics

*Leader in Me* schools help students and staff build the skills and competencies necessary for student achievement.

**THE ACADEMIC & *LEADER IN ME* CONNECTION:**
As any educator who has tried to teach math or English to a rowdy class of students can attest, academic achievement requires social and emotional skill development, as much as much as it requires cognitive development. The *Leader in Me* process builds the personal and professional capacity of our educators, equipping them with the know-how to simultaneously guide a student's development in all three skill domains. As students apply this expanded set of skills toward academic achievement they improve their ability to succeed.

# 20%

overall **INCREASE IN 1ST GRADE** student ELA (on- or above-level readers for their grade level)
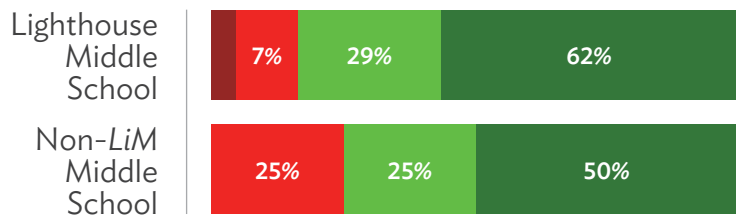
# 73%

overall **INCREASE IN 2ND GRADE** student ELA (on- or above-level readers for their grade level)
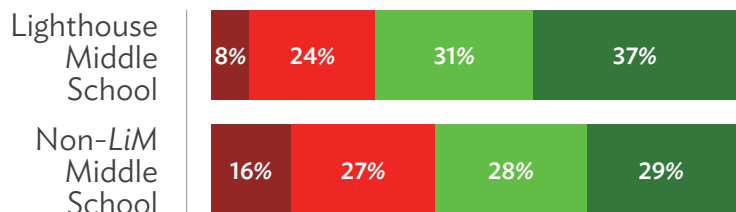
# 130%

overall **INCREASE IN 3RD GRADE** student ELA (on- or above-level readers for their grade level)

DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE

### GPA for High SES Students in 9th Grade

Lighthouse Middle School: 7% | 29% | 62%

Non-*LiM* Middle School: 25% | 25% | 50%

### GPA for Low SES Students in 9th Grade

Lighthouse Middle School: 8% | 24% | 31% | 37%

Non-*LiM* Middle School: 16% | 27% | 28% | 29%

■ LESS THAN 1.0 (F)   ■ 1.0 THRU 1.99 (D)
■ 2.0 THRU 2.99 (C)   ■ 3.0 THRU 4.0 (B OR HIGHER.)

"**[F]EWER** 9th graders who attended a *LiM* middle school have **FAILING GRADES** at the end of their first semester compared to students who had attended a non-*LiM* middle school."

DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

"Across most grades in both mathematics and R/ELA, [the schools in the study] **OUTPERFORMED THE STATE** in the years since the baseline year."
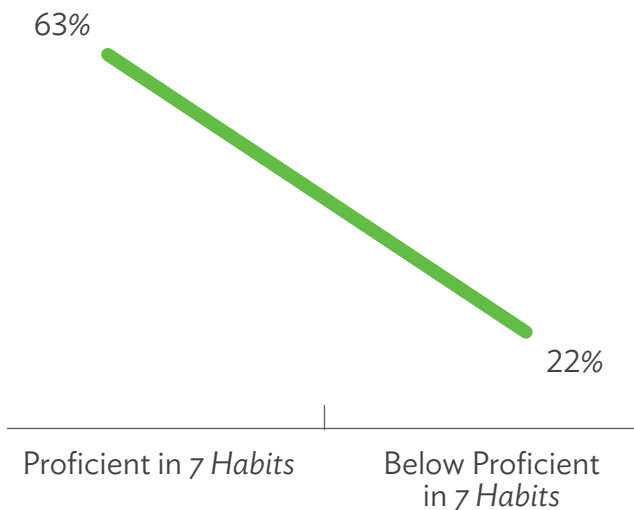
DR. CORCORAN, REILY, & DR. ROSS (2014) JOHN HOPKINS UNIVERSITY, p. 37

# 6.7%

average increase in 4th grade ELA state test results compared with their pre-*Leader in Me* performance.

DR. DICK, DR. BURSTEIN, BERGERON (2017) UNIVERSITY OF LOUISIANA AT LAFAYETTE

# 63%

of students proficient in the *7 HABITS* scored at or above ELA Benchmark Grade-Level compared to only 22% of students who were not.

A. LYNN, M.A., (2015) CALIFORNIA STATE UNIVERSITY-SAN MARCOS

**% of Students that Performed At or Above the ELA Benchmark by Level of *7 Habits* Proficiency**

63%

22%

Proficient in *7 Habits*          Below Proficient in *7 Habits*

"In science and math, *LiM* schools had a **5% HIGHER RATE** of students at level 3 or higher than the district non-*LiM* schools."

"4% more students at *LiM* schools **MET THE WRITING STANDARD** than those at non-*LiM* schools"

"In reading, the ***LiM* SCHOOLS HAD A 9% HIGHER RATE** than the non-*LiM* schools of students at level 3 or higher, a *6%* increase over non-*LiM* schools in reading gains, and a *3%* higher rate of learning gains for those in the bottom *25%*."

DR. PASCALE, DR. OHLSON, DR. LEE (2016) UNIVERSITY OF N. FLORIDA, p. 15

*LiM* Lighthouse School ELA **ACHIEVEMENT SCORES** were **SIGNIFICANTLY HIGHER** than non-Lighthouse *LiM* and non-*LiM* schools ($p$=.006).

DR. WILKENS & DR. WILMORE (2015) TEXAS A&M UNIVERSITY

"Students at *LiM* schools who were in the **BOTTOM 25% MADE GAINS 3% HIGHER** than those in the bottom *25%* at non-*LiM* schools."

DR. PASCALE, DR. OHLSON, DR. LEE (2016) UNIVERSITY OF N. FLORIDA, p. 14

# Teaching Efficacy

*Leader in Me* prepares and supports teachers to create goal-centered, student-led classrooms that empower students to lead their own learning.

## 90.62%

of faculty/staff either "agreed" or "strongly agreed" with the statement "**ALL FACULTY/STAFF SHARE *LiM* CLASS IMPLEMENTATION IDEAS WITH ONE ANOTHER.**"

## 85.94%

of faculty/staff either "agreed" or "strongly agreed" with the statement "**ALL FACULTY/STAFF WORK TO SUPPORT EACH OTHER AT THIS SCHOOL**"

**DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE**

**STUDENT GOAL SETTING** was identified as one of the reasons behind increased student motivation and positive peer relationships related to *LiM.*

**DR. C. TIDD (2016) WALDEN UNIVERSITY**

"By understanding that the school-wide goals for increasing achievement have to do with how each individual student makes progress toward their own learning, participants report that **STUDENTS THEREBY OWN THEIR LEARNING**."

**DR. ROBYN STELLA (2013) GARDNER-WEBB UNIVERSITY**

Teachers "believed that their **ROLE** was more of a **FACILITATOR OF LEARNING** and that it was the **RESPONSIBILITY OF THE STUDENTS TO BE ENGAGED IN THIS PROCESS.**" Teacher support provided "an atmosphere that reinforced this type of leadership and student engagement"

**DR. T. PLATT (2014) UNIVERSITY OF MISSOURI-KANSAS CITY, P. 180**

"Rather than being prescribed a lesson plan, teachers have **AUTONOMY TO INTEGRATE *LiM*** with regular classroom instruction and management."

**DR. S. ROSS (2012) JOHNS HOPKINS UNIVERSITY, p. 62**

# 92%

**ALIGNMENT BETWEEN** the best practices for science classrooms within the next generation science standards **AND THE** *Leader in Me* process.

**DR. PASCALE, DR. OHLSON, DR. LEE (2016) UNIVERSITY OF N. FLORIDA**

In a statewide assessment, teacher's report of "**MANAGING STUDENT CONDUCT**" **IMPROVED** markedly two years after *LiM* implementation.

**DR. ROBYN STELLA (2013) GARDNER-WEBB UNIVERSITY**

"Managing Student Conduct" showed the greatest increase post-implementation of *LiM* on the the North Carolina Teacher Working Conditions Survey. **RATINGS GREW IN ALL 7 AREAS**, with an average of **14.8%** increase in the 6 areas with room to grow.

**DR. ROBYN STELLA (2013) GARDNER-WEBB UNIVERSITY**

# Student-Led Achievement

*Leader in Me* empowers our students with the mindsets, skills, and supportive environment they need to lead their academic achievement.

## 95.32%

of faculty/staff either "agreed" or "strongly agreed" with the statement "all students at this school **MAINTAIN AND REGULARLY UPDATE A LEADERSHIP NOTEBOOK**."

## 89.07%

of faculty/staff either "agreed" or "strongly agreed" with the statement "all **STUDENTS** at this school will **LEAD A PARENT CONFERENCE** this school year."

## 94.23%

of faculty/staff either "agreed" or "strongly agreed" with the statement "all students at this school this school regularly **SET ACADEMIC GOALS** in at least one area."

**DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE**

"*LiM* helps to build a **POSITIVE SCHOOL CLIMATE**" with "increases in prosocial behavior, communication, and **SOCIAL PROBLEM-SOLVING SKILLS**, as well as **SELF-REGULATION** and **EXECUTIVE FUNCTIONS**"

**DR. CORCORAN, REILY, & DR. ROSS (2014) JOHN HOPKINS UNIVERSITY, p. 39**

"The teachers all indicated that the **DATA NOTEBOOK** was a tool that **EMPOWERS STUDENTS** or establishes ownership over their learning. They also believe that it was beneficial in providing a solid understanding for their students about **HOW TO MONITOR THEIR LEARNING GOALS**, their status in mastering those learning goals, and ways to meet those goals."

**DR. TRACY PLATT (2014) UNIVERSITY OF MISSOURI-KANSAS CITY, p. 182**

Analysis revealed the most noticeable change in the behavior of students where *LiM* has been implemented was in the level of responsibility they took for their own learning, including increases in **COMPLETING ASSIGNMENTS ON TIME**, **STAYING FOCUSED**, **WORKING WELL IN GROUPS**, **COMING PREPARED TO CLASS**, and **ATTENTIVE LISTENING**.

DR. S. CARACELO (2012) WALDEN UNIVERSITY

The research analysis revealed, "the use and knowledge of **7 HABITS LANGUAGE,** pervasively across campus and all stakeholder groups, has made a **HUGE IMPACT** on students' motivation and ability to take charge of their own learning and behavior."
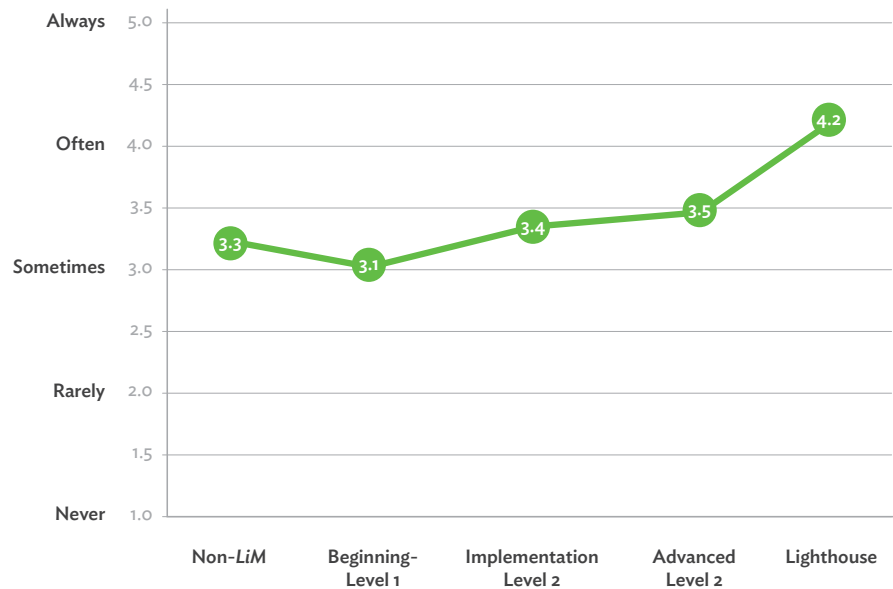
"[S]tudents who live [the first 3] habits, epitomize the statement, '**I AM IN CHARGE OF ME**.' Administrators, classroom teachers, and support personnel all report that this belief by students seems to be at the **HEART OF WHAT HAS INCREASED STUDENT MOTIVATION.**"

DR. C. TIDD (2016) WALDEN UNIVERSITY, p. 46 AND p. 53

"[O]ne of the major differences between *Leader in Me* and other schoolwide positive behavioral interventions and support programs is that **STUDENTS ARE NOT GIVEN TANGIBLE TOKENS OR REWARDS** for the expected behavior. ...Schools that utilize *Leader in Me* teach expectations and then aim to have students display the behavior not for rewards, but because it is expected."

DR. B. BRYANT (2016) CAPELLA UNIVERSITY, p. 79

## 4TH GRADERS' ESTIMATES OF THE FREQUENCY THAT "WHEN I HAVE A LOT OF HOMEWORK AND OTHER ACTIVITIES, I CREATE A PLAN TO GET THINGS DONE."



| | Non-*LiM* | Beginning-Level 1 | Implementation Level 2 | Advanced Level 2 | Lighthouse |
|---|---|---|---|---|---|
| Value | 3.3 | 3.1 | 3.4 | 3.5 | 4.2 |

DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

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