Leader in Me ®

GUÍA DE INVESTIGACION

FranklinCovey | EDUCACIÓN

CASEL

CASEL SELect Program

FranklinCovey | EDUCATION

ABOUT FRANKLINCOVEY EDUCATION

For nearly three decades, FranklinCovey Education, a division of FranklinCovey, has been one 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.

Franklin Covey Co.
2200 W. Parkway Blvd.
Salt Lake City, UT 84119
www.franklincovey.com/education

0418E

EDU184903 Version 1.2.6

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

FranklinCovey | EDUCATION

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 *Leader in Me* **positively impacts our students' behavior.**	**Attendance** *Leader in Me* **Schools create school cultures where students and staff feel safe and engaged.**	**State Test** *Leader in Me* **Schools help students and staff build the skills and competencies necessary for student achievement.**
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.**	**Supportive School Environment** **The environment of** *Leader in Me* **Schools engages student learning and positively supports the development of student social-emotional leadership skills.**	**Teaching Efficacy** *Leader in Me* **prepares and supports teachers to create goal-centered, student-led classrooms that empower students to lead their own learning.**
Student Leadership **Students at** *Leader in Me* **Schools are developing the mindsets, behaviors, and skills to be effective lifelong leaders.**	**Student Engagement** *Leader in Me* **Schools help students feel emotionally safe, socially supported, and academically engaged.**	**Student-Led Achievement** *Leader in Me* **empowers our students with the mindsets, skills, and supportive environment they need to lead their academic achievement.**
Family Involvement *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** *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.**	

Comportamiento

Leader in Me impacta positivamente en el comportamiento de los estudiantes.

LA DISCIPLINA DE LOS ESTUDIANTES Y SU CONEXIÓN CON EL LIDERAZGO

El liderazgo es una elección y para nuestros estudiantes *Leader in Me* estas elecciones personales se demuestran claramente a través de la autodisciplina. Las interacciones negativas con los compañeros, los arrebatos en clase y las faltas de respeto a los profesores que conllevan expedientes disciplinarios o expulsiones pueden interpretarse como una falta de autodisciplina. A medida que un estudiante asume mayor responsabilidad en el liderazgo personal e interpersonal, aumenta su capacidad para usar la autodisciplina, lo que da como resultado la disminución de los problemas de disciplina.

Los profesores "han indicado que con la utilización de la iniciativa *Leader in Me* tienen **MÁS TIEMPO PARA PLANIFICAR Y CREAR EXPERIENCIAS DE APRENDIZAJE** para sus alumnos en vez de tener que **GESTIONAR PROBLEMAS DISCIPLINARIOS**".

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

22,84%

DE MEJORA EN EL COMPORTAMIENTO DE LOS ESTUDIANTES detectado en un análisis estatal de las escuelas *Leader in Me* de Florida en comparación con controles equivalentes.

DR. S. SCHILLING (2018), UNIVERSITY OF MICHIGAN
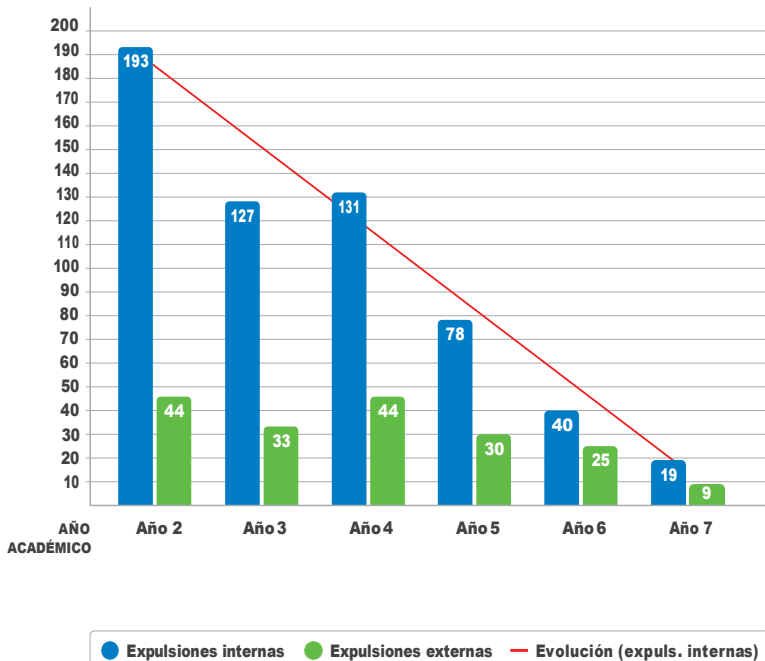
INCIDENCIAS DE COMPORTAMIENTO EN ESTUDIANTES DE SECUNDARIA OBLIGATORIA

88%

DE DESCENSO GLOBAL DE INCIDENCIAS DE COMPORTAMIENTO EN CENTROS DE EDUCACIÓN SECUNDARIA OBLIGATORIA cuando los alumnos que allí cursaban sus estudios habían experimentado *LiM* en la escuela primaria.

DR. C. ISHOLA (2016), BENEDICTINE UNIVERSITY

AÑO ACADÉMICO	Año 2	Año 3	Año 4	Año 5	Año 6	Año 7
Expulsiones internas	193	127	131	78	40	19
Expulsiones externas	44	33	44	30	25	9

- Expulsiones internas
- Expulsiones externas
- Evolución (expuls. internas)

42%

MENOS INCIDENTES DISCIPLINARIOS DE LO ESPERADO detectados en una muestra estatal de escuelas *Leader in Me* basándose en su trayectoria anterior a la implantación de *Leader in Me*.

DR. M. WHITE (2018), UNIVERSITY OF MICHIGAN

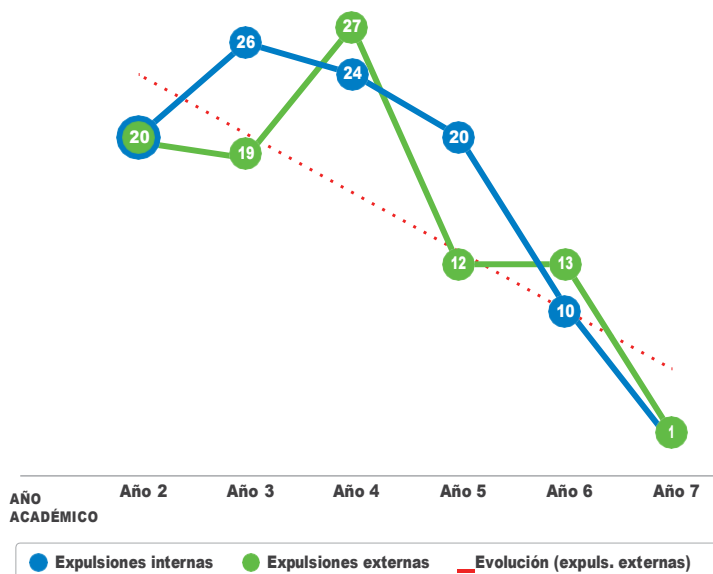*Leader in Me* **va ligado a un DESCENSO SIGNIFICATIVO del número total de expedientes disciplinarios.**

DR. S. CARACELO (2012), WALDEN UNIVERSITY

EXPULSIONES INTERNAS Y EXTERNAS EN LA ESCUELA PRIMARIA

AÑO ACADÉMICO	Año 2	Año 3	Año 4	Año 5	Año 6	Año 7

Expulsiones internas: 20, 26, 24, 20, 10,
Expulsiones externas: 20, 19, 27, 12, 13, 1

● Expulsiones internas ● Expulsiones externas ▬ Evolución (expuls. externas)

"Los directores de los tres centros notificaron incidencias en las que se les llamaba para resolver disputas entre alumnos y, cuando llegaban al lugar de los hechos, **LOS ESTUDIANTES ESTABAN RESOLVIENDO EL PROBLEMA** y **SOLUCIONANDO EL CONFLICTO** usando **EL LENGUAJE DE LOS HÁBITOS**".

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

31%

DE DESCENSO GLOBAL DE INCIDENCIAS DE COMPORTAMIENTO EN CENTROS DE EDUCACIÓN PRIMARIA el primer año de la implantación del programa *LiM*, disminución que continuó durante los dos años siguientes al estudio.

DR. C. ISHOLA (2016) BENEDICTINE UNIVERSITY

23% DE DESCENSO GLOBAL DE PROBLEMAS DISCIPLINARIOS en los cinco años posteriores a la implementación de *Leader in Me*.

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

"El énfasis en hacer mejores elecciones puede haber causado la reducción del acoso escolar".
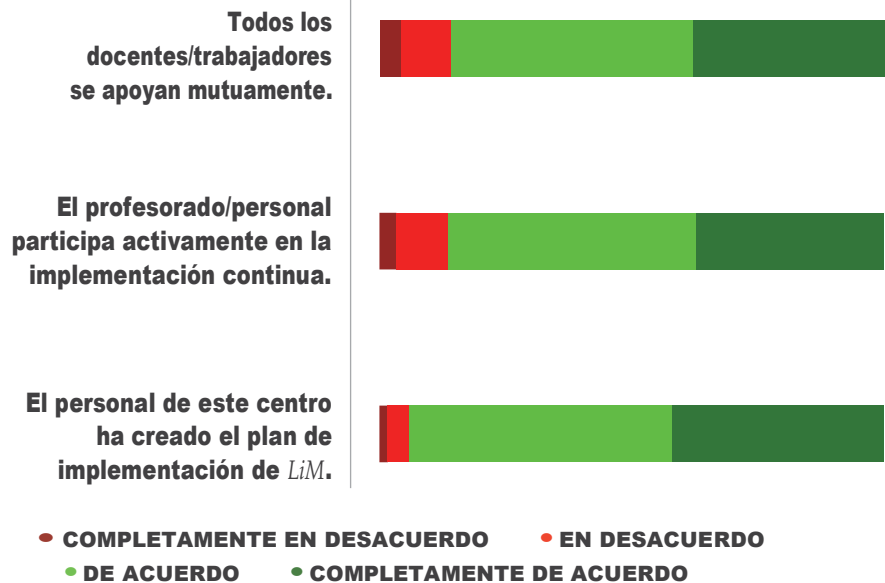
DR. S. EVANS (2014), VIRGINIA COMMONWEALTH UNIVERSITY, p. 106

Preparación para la enseñanza socioemocional del personal

Leader in Me **desarrolla la capacidad personal y profesional de los docentes y demás trabajadores del centro, lo que les permite enseñar y ser ejemplo de las destrezas de liderazgo socioemocional con confianza.**

Tras la formación en *Leader in Me*,"los docentes y el personal parecen SENTIRSE MÁS RESPONSABLES DE SÍ MISMOS y del resultado de su desempeño en el centro educativo.

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

Todos los docentes/trabajadores se apoyan mutuamente.

El profesorado/personal participa activamente en la implementación continua.

El personal de este centro ha creado el plan de implementación de *LiM*.

- COMPLETAMENTE EN DESACUERDO
- EN DESACUERDO
- DE ACUERDO
- COMPLETAMENTE DE ACUERDO

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

"Los profesores no están obligados a ceñirse a una programación didáctica, sino que tienen autonomía para integrar *LiM* en las actividades habituales de enseñanza y gestión en el aula. La mayoría de ellos, por no decir todos, lo hacen DEBATIENDO, DANDO EJEMPLO Y REFORZANDO los *7 Hábitos* y los conceptos de liderazgo en el contexto de las lecciones, historias, juegos de los estudiantes y actividades académicas, así como dando respuesta a los problemas de disciplina".

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

84%
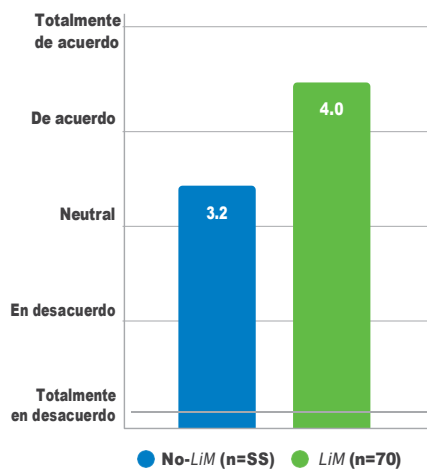
de los profesores han adquirido nuevas destrezas y conocimiento para ser MEJORES LÍDERES.

ROI INSTITUTE (2014)

Existe una correlación significativa entre las creencias de los profesores sobre la visión escolar del liderazgo y los *7 Hábitos* que indica que "[los profesores] no solo CREEN QUE SUS ALUMNOS SON LÍDERES, sino que los imaginan viviendo los *7 Hábitos*, como lo harían los líderes".

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

MI DESARROLLO PROFESIONAL ME ESTÁ CAPACITANDO ADECUADAMENTE PARA FORMENTAR EL LIDERAZGO DE LOS ESTUDIANTES.

Totalmente de acuerdo

De acuerdo — 4.0

Neutral — 3.2

En desacuerdo

Totalmente en desacuerdo

● No-*LiM* (n=SS) ● *LiM* (n=70)

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

Tras la implementación de *Leader in Me***, los profesores han coincidido en señalar "un GRAN SENTIDO DE LA RESPONSABILIDAD PERSONAL entre los docentes y los miembros del personal del centro educativo".**

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

"La participación de los docentes y los demás trabajadores en el desarrollo profesional ha creado SENTIDO DE UNIDAD Y COLABORACIÓN entre todo el personal."

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

"Los profesores que han tomado parte en este estudio han señalado que existe UN MAYOR SENTIDO DE COHESIÓN TANTO EN EL ENTORNO DEL CENTRO ESCOLAR COMO EN EL AULA" tras la implantación de *LiM***.**

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

"Los ejemplos personales utilizados por los profesores han actuado como plataforma de debate, en combinación con el modelado, ya que los profesores moderan su PROPIO COMPORTAMIENTO PARA QUE SIRVA COMO BUEN EJEMPLO".

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

"Los profesores que han tomado parte en este estudio han señalado que existe UN MAYOR SENTIDO DE COHESIÓN TANTO EN EL ENTORNO DEL CENTRO ESCOLAR COMO EN EL AULA" tras la implantación de *LiM***.**

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

87%

de los profesores han adquirido nuevas destrezas y conocimiento para EMPODERAR A LOS ALUMNOS.

ROI INSTITUTE (2014)

Liderazgo del estudiante

Los estudiantes de los centros educativos *Leader in Me* desarrollan actitudes, comportamientos y habilidades para ser líderes efectivos de por vida.

"Ha habido una clara progresión en los centros educativos *LiM* basada en su nivel de implementación, con colegios más avanzados que identifican LA AUTORREGULACIÓN Y LA COOPERACIÓN DE LOS ESTUDIANTES COMO PARTES INTEGRALES de *LiM* que mejoran la participación y el rendimiento académico de los alumnos".

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

28%

DE MEJORA EN EL BIENESTAR MENTAL DE LOS ADOLESCENTES tras completar un programa de los *7 Hábitos* según la Escala de Bienestar Mental de Warwick-Edimburgo (WEMWBS), una medida validada de bienestar mental en la adolescencia.

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

Los investigadores han encontrado una relación significativa entre el uso de las prácticas de liderazgo de los *7 Hábitos* por parte de los estudiantes y su ELECCIÓN DE ALIMENTOS SANOS así como su NIVEL DE EJERCICIO FÍSICO.

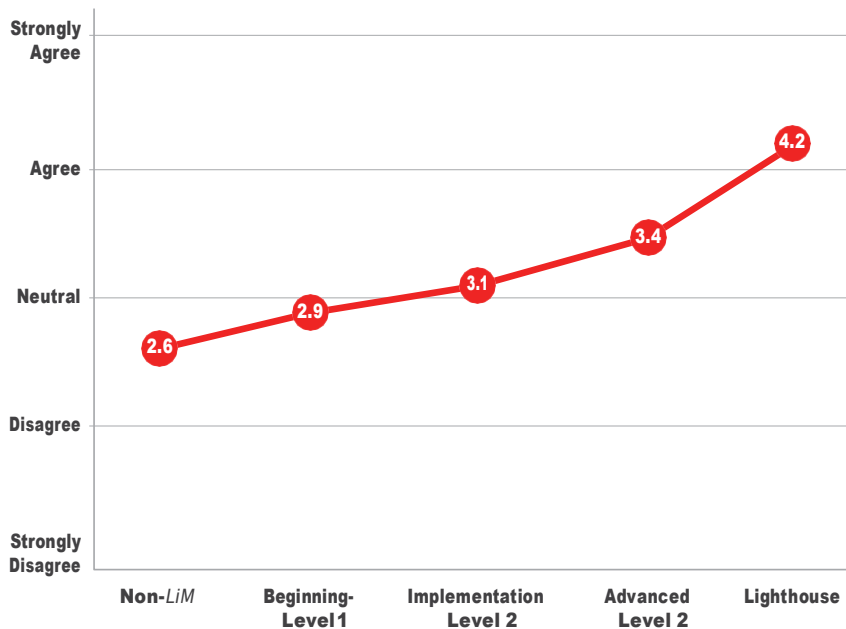DR. FERLAND, DR. CHU, DR. GLEDDIE, DR. STOREY, DR. VEUGELERS (2014) UNIVERSITY OF ALBERTA

"*Leader in Me* ha tenido un IMPACTO POSITIVO EN LAS RELACIONES ENTRE COMPAÑEROS".

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

"Todos los participantes en el estudio han indicado que han visto un INCREMENTO EN LA TOMA DE RESPONSABILIDAD DE SUS ACCIONES POR PARTE DE LOS ESTUDIANTES en el colegio".

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

Profesores de todos los centros educativos coinciden en que los estudiantes *LiM* han demostrado ALTOS NIVELES DE RESPONSABILIDAD Y COLABORACIÓN.

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
Neutral	3.4
	3.1
	2.9
Disagree	2.6
Strongly Disagree	

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

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

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."

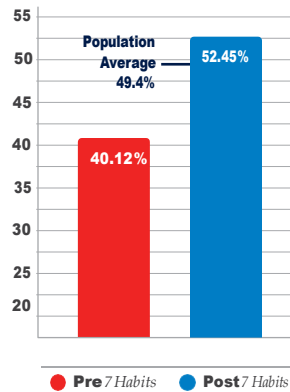ROI INSTITUTE (2014), p. 6

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.

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%

" 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."
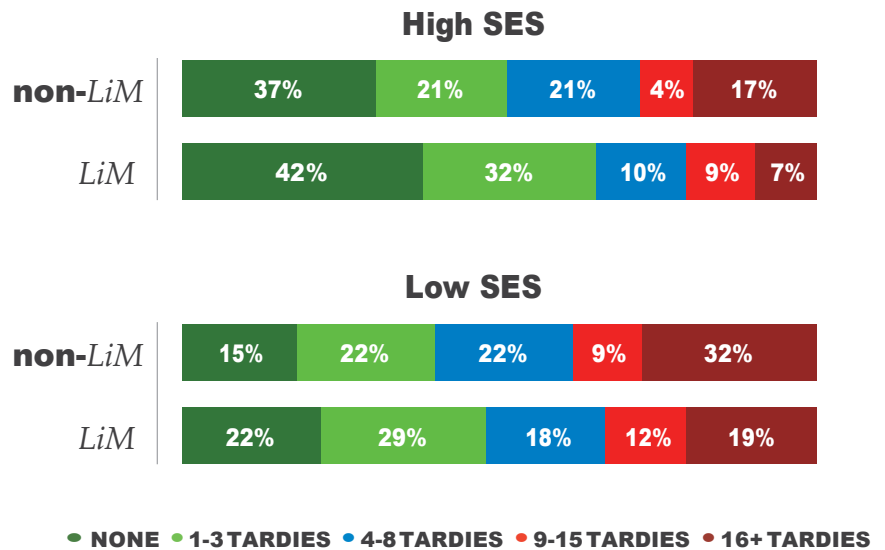
Attendance

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)
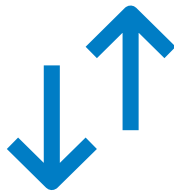
A statewide analysis of Missouri elementary schools revealed a significant INCREASE IN ATTENDANCE in *LiM* 3.0 Schools compared with similar non-*LiM* schools (p=0.007)
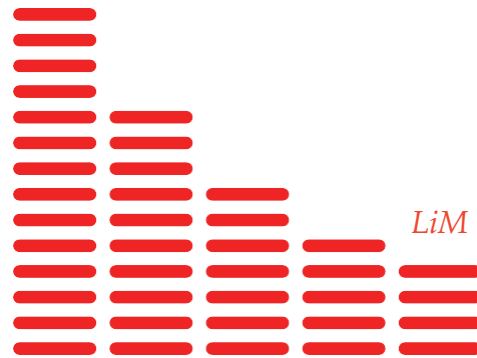
DR. M. WHITE (2018) UNIVERSITY OF MICHIGAN
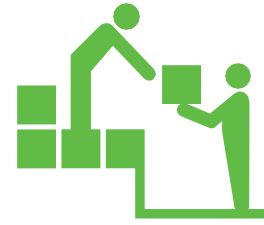
"Administrators report that student absenteeism has decreased. Students understand that others are depending on them to be at school to take care of certain tasks and THEY DO NOT WANT TO LET OTHERS DOWN. They take their responsibility very seriously."

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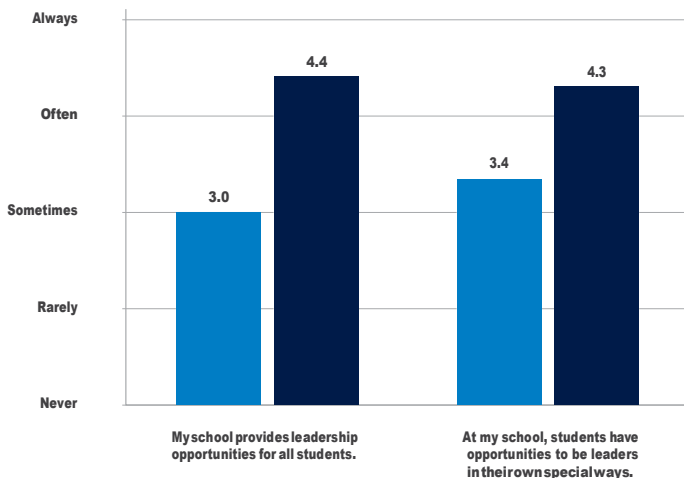
DR. K. CUMMINS (2015) UNIVERSITY OF LOUISIANA AT LAFAYETTE

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

Bar chart with y-axis labeled (top to bottom): Always, Often, Sometimes, Rarely, Never.

- "My school provides leadership opportunities for all students." — NON-LiM: 3.0, LiM: 4.4
- "At my school, students have opportunities to be leaders in their own special ways." — NON-LiM: 3.4, LiM: 4.3

● **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
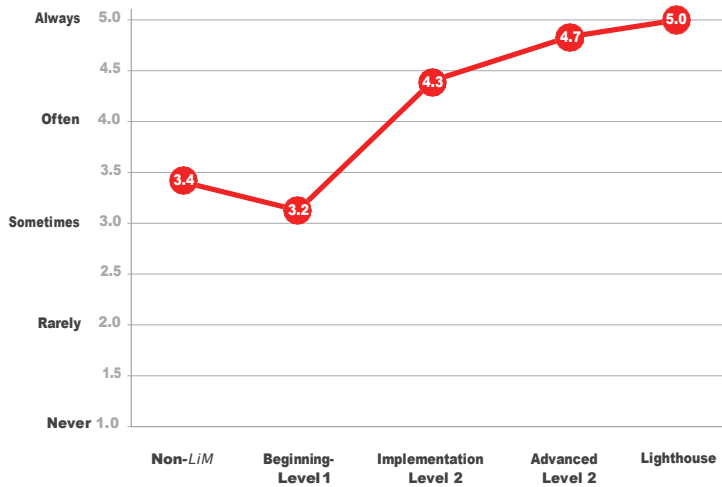
38%

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
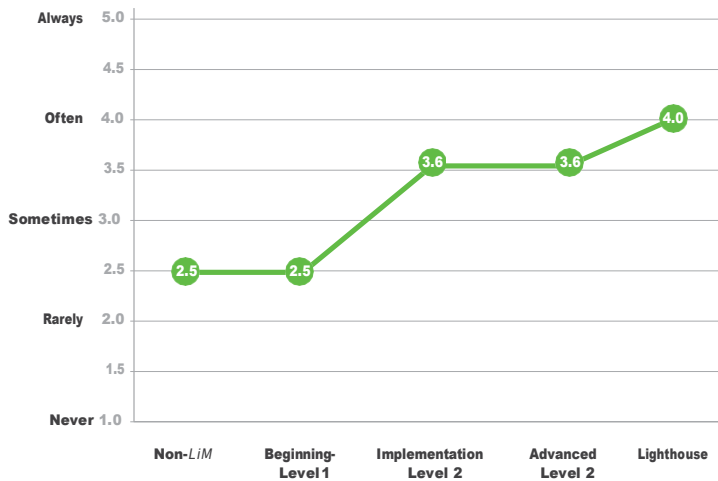
4TH GRADERS' ESTIMATES OF THE FREQUENCY THAT THEY "FEEL SAFE AT SCHOOL."

Chart data points:
- Non-LiM: 3.4
- Beginning-Level 1: 3.2
- Implementation Level 2: 4.3
- Advanced Level 2: 4.7
- Lighthouse: 5.0

Y-axis: Never 1.0, Rarely 2.0, Sometimes 3.0, Often 4.0, Always 5.0

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."

Chart data points:
- Non-LiM: 2.5
- Beginning-Level 1: 2.5
- Implementation Level 2: 3.6
- Advanced Level 2: 3.6
- Lighthouse: 4.0

Y-axis: Never 1.0, Rarely 2.0, Sometimes 3.0, Often 4.0, Always 5.0

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

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

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

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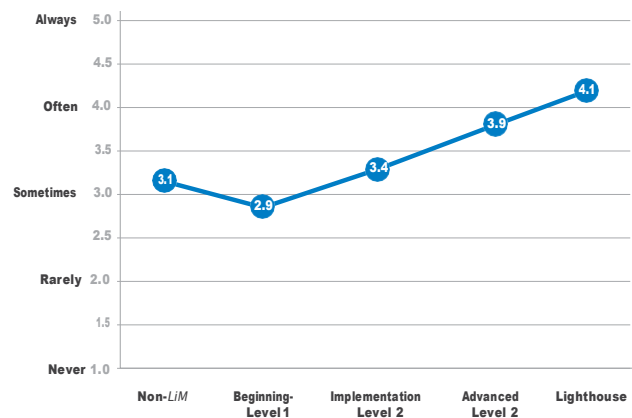
DR. DETHLEFS, DR. GREEN, DR. MOLAPO, DR. OPSA, & YANG, M.A. (2017) UNIVERSITY OF NORTHERN IOWA

"[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

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

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

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)
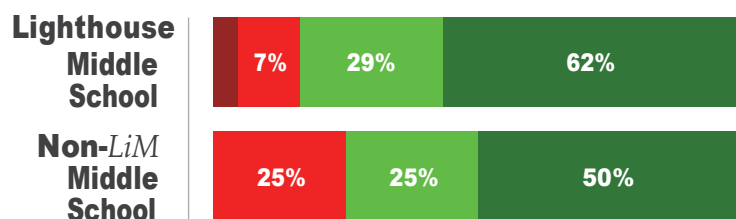
73%
overall **INCREASE IN 2ND GRADE** student ELA (on- or above-level readers for their grade level)
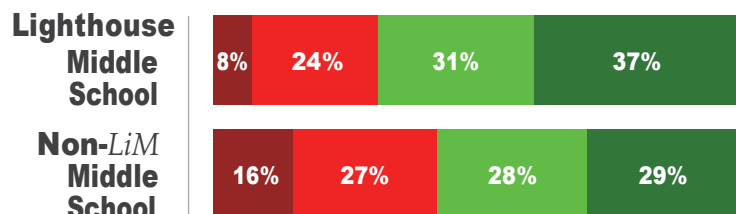
130%
overall **INCREASE IN 3RD GRADE** student ELA (on- or above-level readers for their grade level)

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."
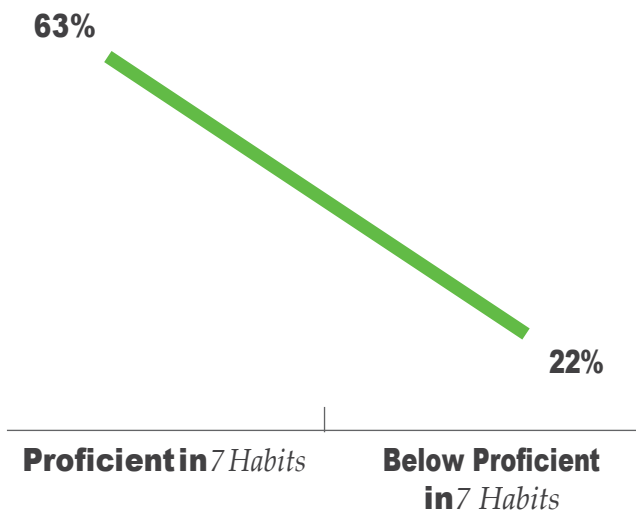
DR. CORCORAN, REILY, & DR. ROSS (2014) JOHN HOPKINS UNIVERSITY, p. 37

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."

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

85.94%

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

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."
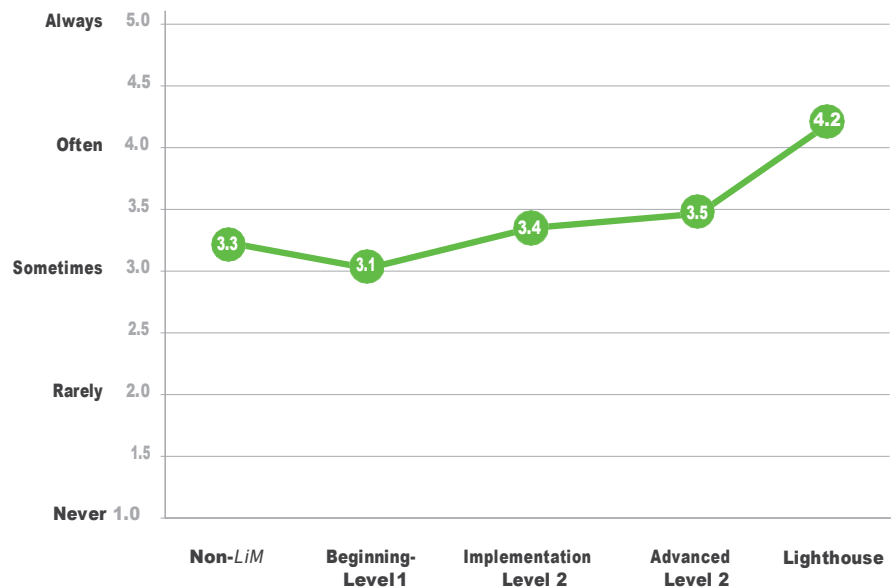
"[S]tudents who live [the first 3] habits, epitomize the statement, 'I AM IN CHARGE OF ME.' Administrators, classroom teachers, and support personnel all report that this belief by students seems to be at the HEART OF WHAT HAS INCREASED STUDENT MOTIVATION."

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*: 3.3 | Beginning-Level 1: 3.1 | Implementation Level 2: 3.4 | Advanced Level 2: 3.5 | Lighthouse: 4.2

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

REFERENCE LIST

Dr. A. Cherie Humphries, Dr. Jane Cobia, & Dr. Leslie Ennis, (2015) Samford University

Perceptions of the **Leader in Me** *process in regard to student discipline*

Dr. Adam Ferland, Dr. Yen Li Chu, Dr. Douglass Gleddie, Dr. Kate Storey, Dr. Paul Veugelers, (2014) University of Alberta

Leadership skills are associated with health behaviours among Canadian children

Dr. Amanda Pascale, Dr. Matthew Ohlson, Dr. Jason W. Lee, (2017) University of North Florida

*The habits of highly effective schools: Analyzing the impact of "*Leader in Me*" schools in Florida*

AnaMaria Lynn, M.A. (2015) California State University San Marcos

Character in the classroom: How the **Leader in Me** *affects student performance*

Dr. Bassanya Bryant, (2017) Capella University

The experiences of educators applying the **Leader in Me** *initiative to their classrooms*

Dr. Chantel Ishola, (2016) Benedictine University

Key life lessons: learning to lead self and others in primary school

Dr. Charlene Tidd, (2016) Walden University

Staff perceptions of the effect of the **Leader in Me** *on student motivation and peer relationships in elementary school*

Dr. Coral Wilkens, Dr. Elaine Wilmore (2015) Texas A&M University

Does Implementing an emotional intelligence program guarantee student achievement?

Dr. Elizabeth Swanter, (2016) Lamar University

The influence of implementing the **Leader in Me** *at a Title I elementary school*

Dr. Kimberly Cummins, (2015) University of Louisiana at Lafayette

A mixed methods study on the **Leader in Me** *process: How does fostering student leadership capacity influence behavior, efficacy, and achievement?*

Dr. Loreta Andersen, (2011) St. John's University

The effects of formal leadership-lessons on the emergence of positive social-leadership skills of pre-kindergarten students

Dr. Mark White, (2018) University of Michigan

A Quasi-experimental study of the effect of the **Leader in Me** *on attendance and discipline in Missouri schools*

Dr. Naarah Bryant, (2016) Capella University

Administrators and principals and the implementation process of the **Leader in Me** *initiative*

Patricia. Baldwin, M.A., Dr. Marguerite Lodico, Dr. Katherine Voegtle, Sally Bruce, Dr. Andrea Martone (2012) The College of Saint Rose

Leadership, goal setting, and self-regulation: An action research study

Dr. Robyn Stella, (2013) Gardner-Webb University

Program evaluation of a school leadership program in an elementary school

Dr. Roisin Corcoran, Joseph Reily, & Dr. Steven Ross (2014) John Hopkins University

Achievement outcomes of the **Leader in Me** *(TLIM) program*

Dr. Sarah Evans, (2014) Virginia Commonwealth University

Making leaders: Examining how elementary school students develop an understanding of leadership and show emerging leadership tendencies

Dr. Stephanie Caracelo, Walden University (2016)

Evaluating a student leadership program's impact on elementary students' behavior and academic achievement

Dr. Stephen Schilling, (2018) University of Michigan

A quasi-experimental study of the effect of the **Leader in Me** *school intervention on discipline incidents in Florida schools*

Dr. Steven Dick, Dr. Karen Burstein, Megan Bergeron (2017) Cecil J. Picard Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette.

The **Leader in Me** *evaluation: Phase 1.*

Dr. Steven Ross, (2012) Johns Hopkins University

Implementation quality and outcomes of the **Leader in Me** *Program: Case studies at two diverse elementary schools*

Dr. Theresa Dethlefs, Dr. Matthew Green, Dr. Tšooane Molapo, Dr. Christen Opsa, & Cindy Diehl Yang, M.A. (2017) University of Northern Iowa

Leadership, goal setting, and self-regulation: An action research study

Dr. Tracy Platt (2014) University of Missouri-Kansas City

Implementing a student-regulated learning tool in reading: A heuristic case study

ROI Institute (2014)
Leader in Me – *District Study Executive Summary*

The National Health Services of Scotland and the Fife Council (2015)

Improving Wellbeing in Fife: 7 Habits of Highly Effective Teenagers, People, and Families

Westgate Research (2014)

School Principal Feedback About **Leader in Me**

LeaderinMe®