LeaderinMe®

Research Guide

FranklinCovey
Education

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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.

LeaderinMe® | RESEARCH GUIDE

Introduction

As an educational leader, you are faced with a broad spectrum of improvement tasks that range from caring for the emotional well-being of students and teachers to improving academic outcomes. Oftentimes, the vision for the future is clear, but the solutions to these challenges are not.

Leader in Me is a K–12 whole-school improvement model and process designed to teach **LEADERSHIP** to every student, create a **CULTURE** of student empowerment, and align systems to drive results in **ACADEMICS**. Its careful development and wide implementation in thousands of schools in over 50 countries has helped educational leaders, like you, address some of their most critical challenges.

Since 2010, external evidence of *Leader in Me* effectiveness has been steadily growing. The aim of this guide is to present highlights from the latest available evidence, demonstrating the diverse impacts of *Leader in Me* on student, teacher, and school outcomes. For a comprehensive list of references, please refer to the reference section at the back of this guide. Additionally, you can find links to full articles on our research website: LeaderinMe.org/blog/category/all-studies

Leader in Me Research At-a-Glance

At FranklinCovey Education, we don't just strive for credibility—we pursue excellence. We take great pride in our solid research foundation, which is built upon independently conducted studies of *Leader in Me*.

Strong Research Support

100+

independent studies have been conducted on the *Leader in Me* process.

Recent and Relevant

96%

of *Leader in Me* research has been conducted in the last ten years.

Credible and Reliable Results

95%

of *Leader in Me* studies have undergone rigorous scientific standards and peer or committee review.

A Wide Range of Research Methodologies

- 40% Qualitative
- 24% Quantitative
- 19% Mixed Methods
- 10% Action Research

This diverse set of research designs ensures a more robust and well-rounded understanding of the outcomes and benefits of *Leader in Me*.

Global and Inclusive Impact

Regardless of location, socioeconomic background, ethnicity, or learning needs, independent studies consistently find positive impacts of the *Leader in Me* process.

25+

Research on *Leader in Me* has been conducted in more than 25 US states.

Research on *Leader in Me* has been conducted across 5 continents.

What Are the Impacts of *Leader in Me?*

Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement.

Extensive research on *Leader in Me* has revealed diverse impacts. In this guide, key findings are organized under three main categories: Leadership, Culture, and Academics. The table below outlines the most prevalent outcomes within each category, accompanied by their corresponding impact statements. This research guide follows the same categorization and structure to present the most noteworthy research highlights.

LEADERSHIP	CULTURE	ACADEMICS
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.	**Academics** *Leader in Me* builds the development of students' executive function skills, including cognitive flexibility, working memory, and inhibitory control, resulting in improved academic performance.
Staff Leadership *Leader in Me* develops the personal and professional capacity of teachers and staff, allowing them to confidently teach and model leadership skills.	**Supportive Environment for Students** The environment of *Leader in Me* Schools fosters student learning and positively supports the development of their leadership skills.	
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.	**Empowering Teachers** *Leader in Me* enhances educators' personal and professional capacities to create goal-centered, student-led classrooms, leading to stronger academic outcomes through higher-quality instruction.
Family & Community Engagement *Leader in Me* provides students' families with the information, training, and school resources needed to empower them to be supportive partners in the development of their child's leadership competencies.	**Staff Satisfaction** *Leader in Me* works to empower teachers with meaningful leadership opportunities to develop their voice and sense of collective efficacy.	**Empowered Learners** *Leader in Me* equips our students with the mindsets, skills, and supportive environment they need to lead their academic achievement.

Behavior

Leader in Me positively impacts our students' behavior. As students embrace personal and interpersonal leadership, their capacity for self-discipline grows and results in decreased negative interactions with peers, outbursts in class, and disrespect toward teachers. *Leader in Me* heightens students' self-awareness and helps them to better regulate their emotions, contributing to a more positive learning environment that leads to fewer discipline referrals.

Number of Behavior Referrals
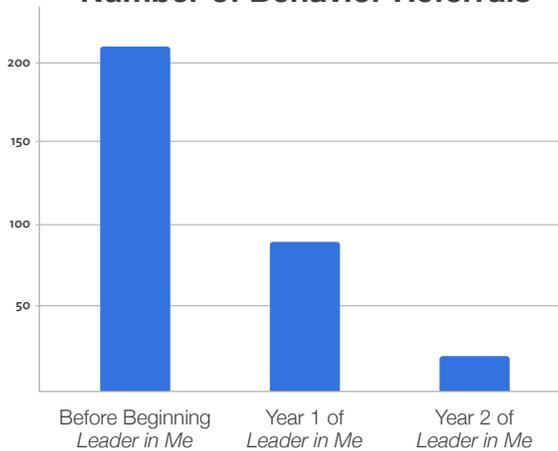
(BERGIN ET AL., 2018)

23%

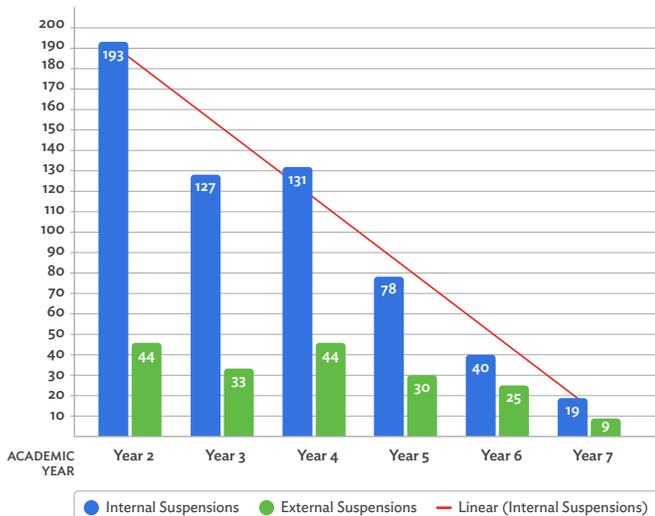**IMPROVEMENT IN STUDENT BEHAVIOR** was found in a statewide analysis of Florida *Leader in Me* Schools compared to matched controls.

(SCHILLING, 2018)

Behavioral Incidents in Grades 6–8

Internal Suspensions   External Suspensions   — Linear (Internal Suspensions)

88%

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

(ISHOLA, 2016)

42%

FEWER DISCIPLINE INCIDENTS THAN EXPECTED in a statewide sample of *Leader in Me* Schools based on their pre-*Leader in Me* trajectory.
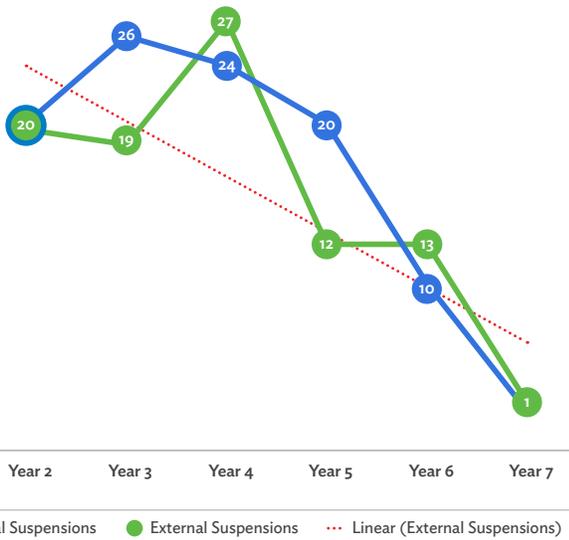
(WHITE, 2018)

100%

of principals surveyed in a Georgia Title I school indicated that *Leader in Me* implementation had a **POSITIVE IMPACT ON STUDENT DISCIPLINE REFERRALS**.

(BOLDEN, 2019)

62%

of *Leader in Me* teachers believe that **STUDENTS ARE GETTING ALONG BETTER**.

(TUCCINARDI, 2018)

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

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

Elementary school in- and out-of-school suspensions

31%

DECREASE IN ELEMENTARY BEHAVIOR INCIDENTS within the first year of implementing *Leader in Me*, the positive impact of the process continued over the next two years as behavior incidents continued to decrease.
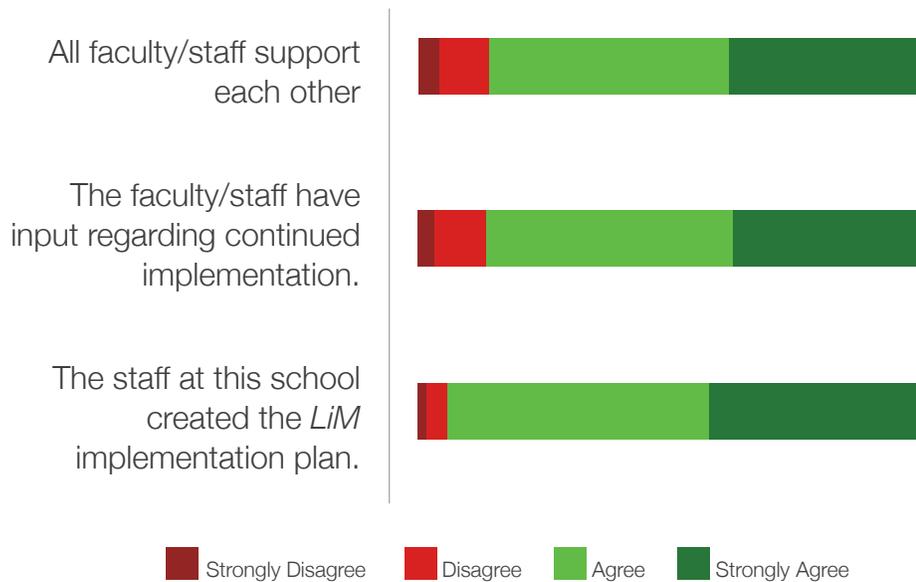
(ISHOLA, 2016)

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

(CUMMINS, 2015)

Staff Leadership

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

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

(CUMMINS, 2015)

Leader in Me teachers become more "**PROSOCIAL TOWARD EACH OTHER**," and "**IMPROVE AS HUMAN BEINGS** as they try to live the *7 Habits*®, such as Seek First to Understand, Then to be Understood®, which helped them listen more empathically to one another."

(BERGIN ET AL., 2018)

87%

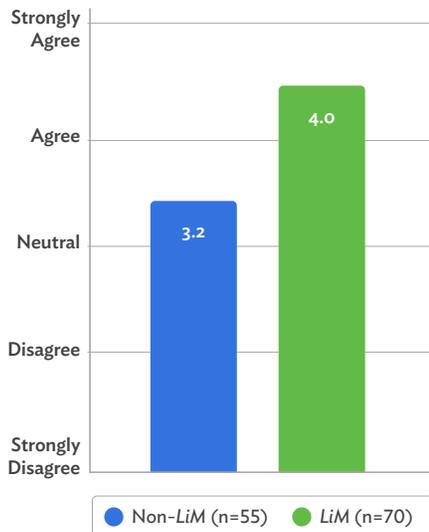of teachers acquired new skills and knowledge to **EMPOWER STUDENTS**.

(ROI INSTITUTE, 2014)

85%

of teachers report they have created and lived by a personal mission statement as a result of their *7 Habits* training.

(SAINZ, 2021)

My Professional Development is Adequately Training Me to Foster Student Leadership.

(DETHLEFS ET AL., 2017)

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

(BRYANT, 2016)

Leader in Me teachers "**FELT STRONGER AND MORE CONFIDENT IN USING THEIR VOICES FOR IMPROVING CURRICULUM AND OTHER SCHOOL POLICIES**."

(BENNETT, 2020)

Teachers participating in the *Leader in Me* process reported feeling "**MORE IN CHARGE OF THEMSELVES AND THE OUTCOME OF THEIR PERFORMANCE AT SCHOOL**."

(SWANTNER, 2016)

After being trained in the *7 Habits*,

95%

of teachers who went through the *7 Habits* training indicated being more intentional in making principle-centered choices.

(SAINZ, 2021)

Student Leadership

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

The *Leader in Me* process made a "**SIGNIFICANT POSITIVE DIFFERENCE IN THE SELF-REGULATION OF THE STUDENTS**, which led to a better school climate and academic achievement."

(GAGE & THOMAS, 2019)

100%

of working-class graduates surveyed indicated that their *7 Habits* training had a positive influence on their life choices and future successes.

(ASHLEY, 2018)

95%

of participants agreed that *Leader in Me* improved students' abilities to become socially aware, specifically being able to take the perspective of and empathize with others.

(DANIELSKI, 2019)

A study of at-risk students in Louisiana found that students of *Leader in Me* high schools **DEVELOPED THE SKILLS AND CONFIDENCE** they need to lead their lives effectively and **SUCCEED IN SCHOOL AND BEYOND**.

(STEWARD, 2021)

In a study of suburban Chicago schools, *Leader in Me* implementation led to an increase in:

- Student leadership
- Student confidence
- Opportunities for student voice
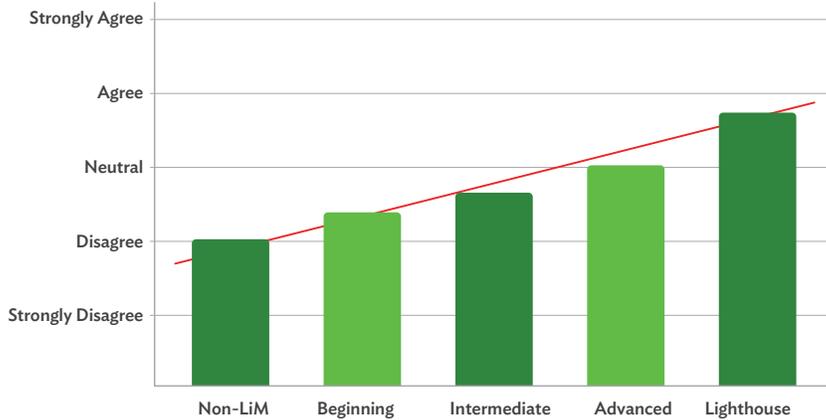- Student empowerment
- Citizenship
- Problem solving skills

(DANIELSKI, 2019)

"Since implementing the *Leader in Me* process, educators reported an **INCREASE IN STUDENTS TAKING PERSONAL RESPONSIBILITY FOR THEIR ACTIONS** in school."

(BRYANT, 2017)

"Students in My School Help Each Other Even if They are Not Friends."

Strongly Agree				
Agree				
Neutral				
Disagree				
Strongly Disagree				
Non-LiM	Beginning	Intermediate	Advanced	Lighthouse

(DETHLEFS ET AL., 2017)

Students graduating from *Leader in Me* Schools noted that "SETTING GOALS AT A YOUNG AGE HELPED GUIDE THEIR FUTURE" and credited the training course with "giving them skills necessary to meet their goals."

(ASHLEY, 2018)

92%

of participants agreed that *Leader in Me* positively affected students' leadership abilities.

(CREWS, 2022)

Students in *Leader in Me* classrooms have "LANGUAGE TO MATCH BEHAVIOR and therefore tend to be more eager to SYNERGIZE and WORK TOGETHER."

(BRYANT, 2017)

"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."

(DETHLEFS ET AL., 2017)

Students participating in *Leader in Me* "learn to become:

- Self-reliant
- Take initiative
- Plan ahead
- Set and track goals
- Do their homework
- Prioritize their time
- Manage their emotions
- Be considerate of others
- Express their viewpoint persuasively
- Resolve conflicts
- Find creative solutions
- Value differences
- Live a balanced life."

(STEWARD, 2021)

Family & Community Engagement

Leader in Me provides students' families with the information, training, and school resources to empower them to be supportive partners in the development of their child's leadership competencies.

83%

of principals reported a positive impact on attendance, **PARENT SATISFACTION**, and **PARENT ATTENDANCE AT CONFERENCES** after implementing *Leader in Me*.

(BOLDEN, 2019)

After attending special parent classes on *The 7 Habits of Highly Effective Families*® and watching their children participate in *Leader in Me*, parents indicated that their **LEVEL OF SATISFACTION WITH THE SCHOOL IMPROVED**.

(BOLDEN, 2019)
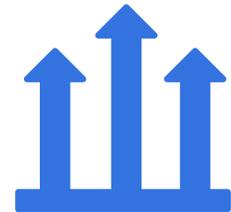
"Training parents in the usage of the *7 Habits* ensures that **LANGUAGE** and **EXPECTATIONS** that are associated with the *Leader in Me* are also used and **REINFORCED** in other environments outside of the school setting."

(BRYANT, 2017)

Leader in Me **INCREASED PARENT INVOLVEMENT** in migrant communities and teachers shared that migrant families would "make sure they came back to this area just so they could put their children in a *LiM* School."

(SHEPARD, 2018)

Schools implementing *Leader in Me* for at least one year saw an **INCREASE IN POSITIVE, PROACTIVE PARENTAL INVOLVEMENT**.

(BENNETT, 2020)

Since implementing the *Leader in Me* process, working parents reported **AN IMPROVEMENT IN WRITTEN OR PHONE COMMUNICATION** between the school and the parents.

(BENNETT, 2020)

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

97%

agreed (56% strongly agreed and 41% agreed) that they held a **CLEARER PICTURE OF WHAT THEY WANTED THEIR FAMILY TO BE LIKE**."

(MCCOOL, 2015)

31%

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

(MCCOOL, 2015)
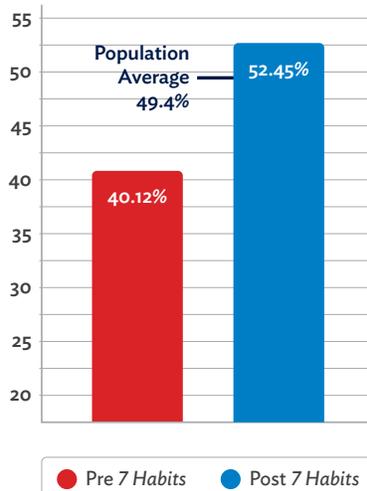
"Utilizing a **COMMON LANGUAGE** within the school ensures the community leaders and parents have the necessary **TOOLS** to assist students in bridging the gap between home and school."

(BRYANT, 2017)

Population Average 49.4%

52.45%

40.12%

- Pre *7 Habits*
- Post *7 Habits*

Attendance
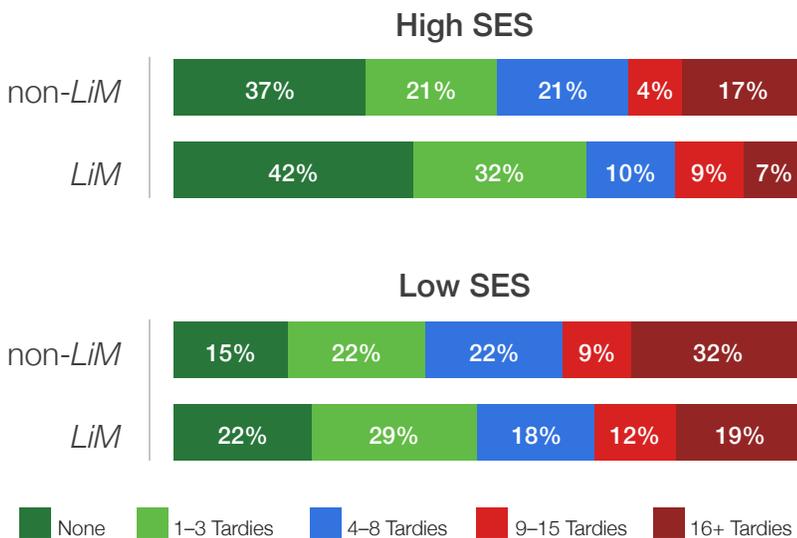
Leader in Me creates school cultures where students and staff feel safe and engaged. Valuing and recognizing students and staff for their unique gifts and talents leads to an increased desire to engage with the people and activities in the school. These increased levels of engagement help students and staff see that it matters to others if they attend school, and that others are counting on them to show up. As a result, attendance rates naturally increase.

Percentage of Tardies for 9th Graders from *LiM* and non-*LiM* Middle Schools by Socioeconomic Status (SES)

High SES

non-*LiM*	37%	21%	21%	4%	17%
LiM	42%	32%	10%	9%	7%

Low SES

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

(DETHLEFS ET AL., 2017)

Students in *LiM* Schools had

33%

fewer absences throughout the school year than students in non-*LiM* Schools.

(NEWELL, 2017)

"In the first year of implementation, **STUDENT ABSENCES** in *LiM* Schools **DECREASED 27%**; in year 2, they **DECREASED 35%**."

(PASCALE ET AL., 2017)

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).
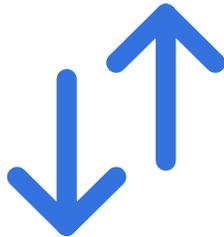
A statewide analysis of Missouri elementary schools revealed a significant **INCREASE IN ATTENDANCE** in *LiM* Schools compared with similar non-*LiM* Schools (p=0.007).

(WHITE, 2018)

"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."

(TIDD, 2016)

"Students who engaged in *Leader in Me* for three years in middle school were **50% LESS LIKELY TO BE CHRONICALLY TARDY** in 9th grade."

(DETHLEFS ET AL., 2017)

STATE

LiM

45%

fewer students with **EXCESSIVE ABSENCES** compared to the state average in year 2 of *Leader in Me* implementation.

(DETHLEFS ET AL., 2017)

Supportive Environment for Students

The environment of *Leader in Me* Schools fosters student learning and positively supports the development of their leadership skills.

Teachers using *Leader in Me* consistently note that it "provides a common language to **DISCUSS DIFFERENCES** and **SUPPORT UNDERSTANDING OF DIVERSITY** in their classroom."
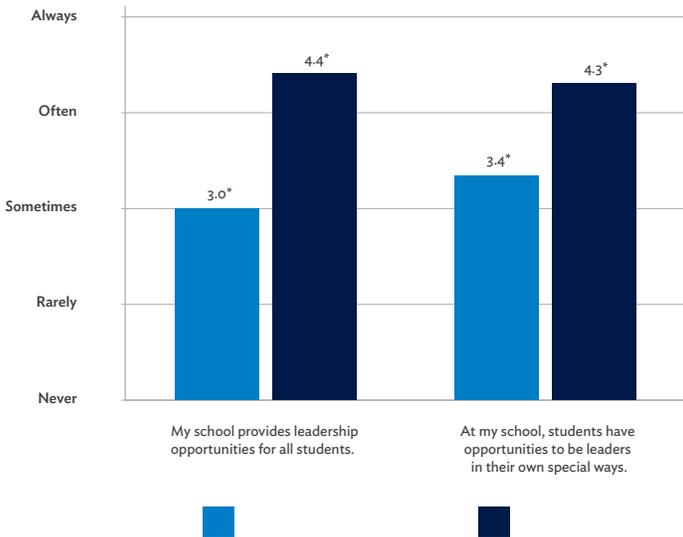
(LAIRD-ARNOLD, 2022)

91%

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

(CUMMINS, 2015)

Teacher Differences in Perception of Student Leadership Opportunities

Always
Often
Sometimes
Rarely
Never

4.4*
3.0*
3.4*
4.3*

My school provides leadership opportunities for all students.

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

Level of *Leader in Me* Implementation
(DETHLEFS ET AL., 2017)

*Teacher response to the frequency of student leadership opportunities on a scale from 1—Never to 5—Always.

89%

of teachers reported their school is **SAFE AND PROVIDES A WELCOMING ENVIRONMENT** as a result *Leader in Me*.

(SAINZ, 2021)

A study of a suburban California school indicated that *Leader in Me* implementation **POSITIVELY IMPACTED SCHOOL CULTURE AND CLIMATE** through improved student-to-student relationships and an increased use of conflict-resolution strategies.
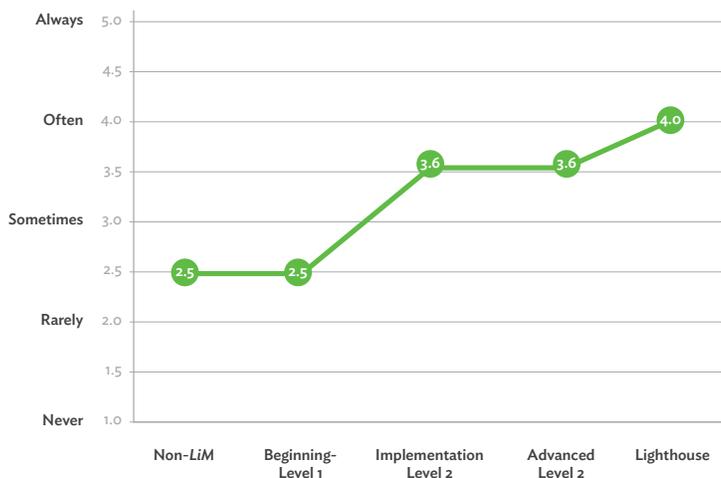
(TUCCINARDI, 2018)

LiM 4th Graders Average Response to "I Feel Safe at School."
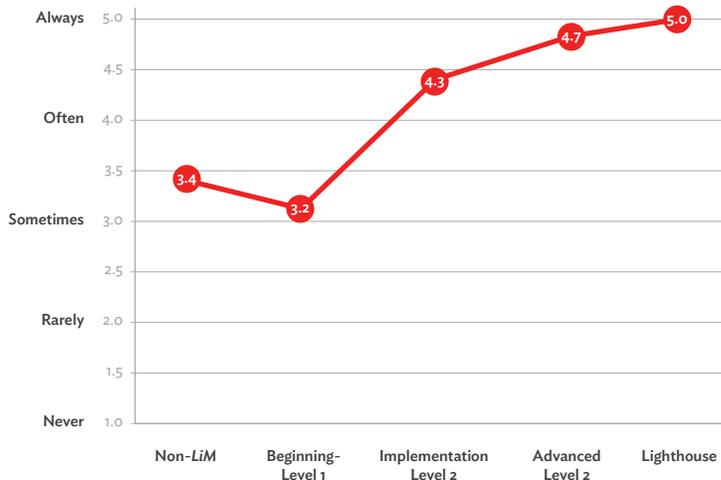
Level of _Leader in Me_ Implementation
(DETHLEFS ET AL., 2017)

LiM 4th Graders Average Response to "I Get to Help Make Decisions at My School."

Level of _Leader in Me_ Implementation
(DETHLEFS ET AL., 2017)

92%

of study participants agreed that _Leader in Me_ has **POSITIVELY AFFECTED THE SCHOOL CLIMATE.**

(CREWS, 2022)

Teachers agreed _Leader in Me_ is a consistent factor in developing school-wide leadership roles, including through after-school clubs which allow students and teachers to **INCREASE THEIR AWARENESS OF CULTURE AND DIVERSITY, CREATING A MORE INCLUSIVE ENVIRONMENT**.

(LAIRD-ARNOLD, 2022)

"Creating 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."

(BRYANT, 2017)

The _Leader in Me_ "**FACILITATES HIGH-TRUST SCHOOL CULTURE** and lays the foundation for sustained communication and understanding of differences."

(LAIRD-ARNOLD, 2022)

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.

(TIDD, 2016)

"85%

of *LiM* students indicated agreement that their teacher cared about them, they **LIKED GOING TO SCHOOL**, and they are learning a lot."

(ROI INSTITUTE, 2014)

Students in grades 4–8 attending schools that implemented *Leader in Me* with fidelity "had students with **HIGHER LEVELS OF BEHAVIORAL AND EMOTIONAL ENGAGEMENT** than schools with relatively lower implementation levels and non-*LiM* Schools."

(GOBLE ET AL., 2015)

4th Graders' Estimates of the Frequency that They are "Interested in the Work at School."
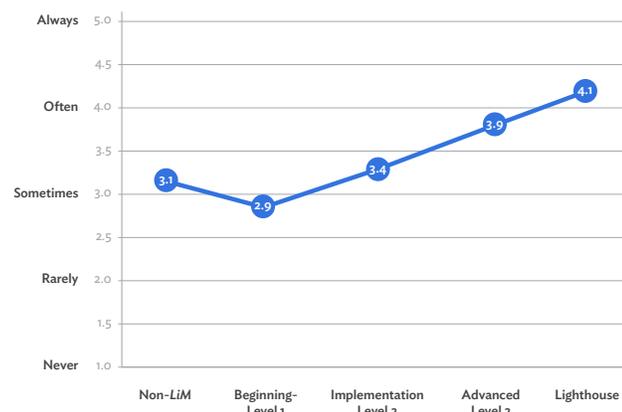
(DETHLEFS ET AL., 2017)

Leader in Me students taking ownership of their work through data notebooks, leadership days, student-led conferences, student organizations, and numerous examples of celebrations of student success led to "**INCREASES IN LEVELS OF EMPOWERMENT AND ENGAGEMENT** among the students."

(PASCALE ET AL., 2017)

95%

of participating students indicated that *Leader in Me* played a significant role in **DEVELOPING THEIR LEADERSHIP SKILLS**.

(GIRALDO-GARCIA & OROZCO, 2022)

Staff Satisfaction

Leader in Me empowers teachers and staff with meaningful leadership opportunities to develop their voice and sense of collective efficacy.

89%

of teachers reported that the implementation of *Leader in Me* resulted in the school feeling safe and providing a welcoming environment.

(LAIRD-ARNOLD, 2022)

67%

of principals surveyed felt there was "a POSITIVE IMPACT ON TEACHER SATISFACTION and school safety."

(BOLDEN, 2019)

Leader in Me BUILDS TEACHERS' CONFIDENCE, transforms school environments, and makes schools feel comfortable, safe, and fun.

(BOATRIGHT, 2016)

"Many teachers reported that TEACHING IS EASIER and MORE ENJOYABLE and they are MORE EFFECTIVE after implementing the *Leader in Me*."

(BERGIN ET AL., 2018)

"Participants noted that the training process, although intended to impact the students directly, also created MORE CONNECTION and UNITY among the teachers, administrators, and support staff by providing a common mechanism to improve the learning environment. This unity was credited with creating a MORE POSITIVE AND SUPPORTIVE CULTURE."

(PASCALE ET AL., 2017)

Participants from all four schools studied in the 2018 *Leader in Me Effectiveness Study* robustly asserted that "*Leader in Me* CREATES A MORE NURTURING AND POSITIVE SCHOOL CLIMATE."

(BERGIN ET AL., 2018)

Teacher attrition was LESS THAN 1% OVER A 5 YEAR PERIOD as a result of *Leader in Me* implementation.

(TENCH ET AL., 2021)

Academics

Leader in Me builds the development of students' executive function skills, including cognitive flexibility, working memory, and inhibitory control, resulting in improved academic performance.

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)
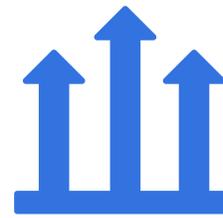- 2.0 THRU 2.99 (C)
- 3.0 THRU 4.0 (B OR HIGHER.)

"**FEWER** 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."

(DETHLEFS ET AL., 2017)

End-of-grade exam reports for Hispanic students attending a *Leader in Me* School between 2013 and 2017 saw **A MEAN INCREASE OF 9.53**.
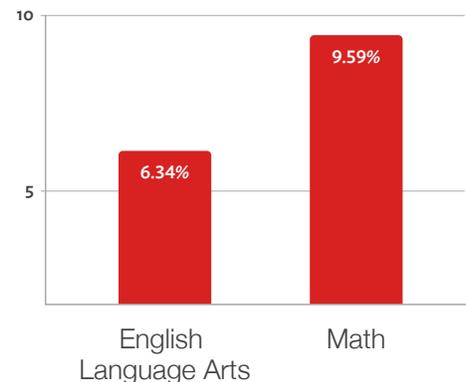
(SHEPARD, 2018)

Cohort schools implementing *Leader in Me* saw between **12–21 PERCENTAGE POINT INCREASES** on DIBELS learning benchmarks.

(DICK ET AL., 2017)

Percentage Increase in Standardized Test Scores

English Language Arts	Math
6.34%	9.59%

Year 3 of *Leader in Me* Implementation

(GOLMEN, 2019)

Leader in Me Schools that "proactively and purposefully" empowered all students were found to have **MATH SCORES** that were **STATISTICALLY SIGNIFICANTLY HIGHER** than those for students from schools that empowered some students.
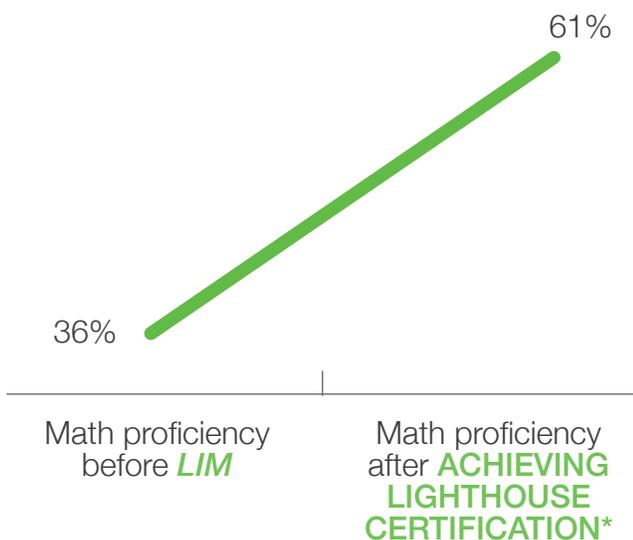
(POTEET, 2018)

6.7%

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

(DICK ET AL., 2017)

One *Leader in Me* School's math scores rose

25%

after achieving Lighthouse Certification.*

61%

36%

Math proficiency before *LIM*

Math proficiency after **ACHIEVING LIGHTHOUSE CERTIFICATION***

(BENNETT, 2020)

*Lighthouse Certification: natural outcome of high-fidelity implementation of *Leader in Me* core process; usually achieved within 3–5 years.

"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%."

(PASCALE ET AL., 2017)

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

(PASCALE ET AL., 2017)

Empowering Teachers

Leader in Me enhances educators' personal and professional capacities to create goal-centered, student-led classrooms, leading to stronger academic outcomes through higher-quality instruction.

91%

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

86%

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

(CUMMINS, 2015)

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

(TIDD, 2016)

In *Leader in Me* Schools, setting and monitoring goals together gave teachers a **SHARED MISSION AND SENSE OF PURPOSE**, which created "a **MORE POSITIVE CULTURE AMONG STAFF**."

(BERGIN ET AL., 2018)

"He went from being a principal that told us what we needed to do to being a principal that believed in empowerment and **EMPOWERED US** to try different things, really showing us that he valued us. He really started working to show appreciation. Our **MORALE CHANGED** a lot; our **CULTURE CHANGED** a lot."

(TENCH ET AL., 2021)

Teachers in *Leader in Me* Schools indicated that they perceived "a **NOTABLE DIFFERENCE IN A POSITIVE SCHOOL CULTURE, POSITIVE STUDENT SELF-REGULATION, AND STUDENT-LED ACADEMIC ACHIEVEMENT** after implementing *LiM*."
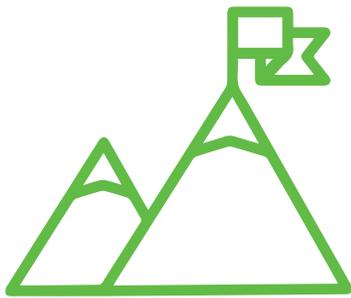
(GAGE & THOMAS, 2019)

92%

ALIGNMENT BETWEEN the best practices for science classrooms within the Next Generation Science Standards and the *Leader in Me* process.

(PASCALE ET AL., 2017)

In reflecting on their participation in the *Leader in Me* process, many teachers believed they had "**GROWN PERSONALLY AND PROFESSIONALLY** from the experience."

(SWANTNER, 2016)

Leader in Me helps staff, students, and families "**SET COMMON GOALS AND WORK TO ACHIEVE THEM**."

(STARKS, 2022)

Empowered Learners

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

95%

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

89%

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%

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."

(CUMMINS, 2015)

Leader in Me teachers were more likely to agree that students at their schools WORK WELL TOGETHER WHEN SOLVING PROBLEMS or completing projects.

(DETHLEFS ET AL., 2017)

98%

of student participants agreed that their ABILITY TO ACHIEVE PERSONAL AND ACADEMIC GOALS INCREASED WITH LEADER IN ME implementation.

(DANIELSKI, 2019)

"Students SEE THE WORTH WITHIN THEMSELVES…and no matter who they are and what their abilities or disabilities are, they have something that they can share with others and BUILD ON THEIR STRENGTHS."

(BERGIN ET AL., 2018)

95%

of participants agreed that students' **RELATIONSHIP SKILLS IMPROVED** with respect to establishing and maintaining healthy and rewarding relationships; resisting inappropriate social pressure; **PREVENTING, MANAGING, AND RESOLVING INTERPERSONAL CONFLICT**; and seeking help when needed.

(DANIELSKI, 2019)

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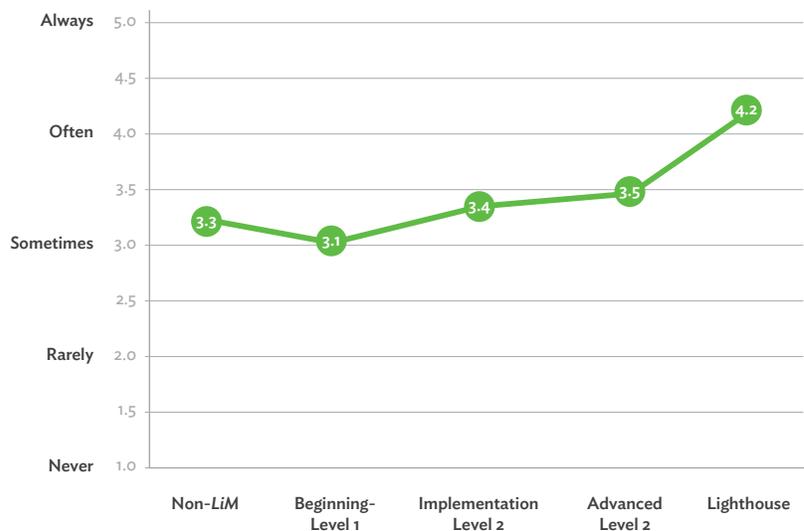
"[S]tudents who live [the first 3] habits, epitomize the statement, '**I AM IN CHARGE OF ME**.' Administrators, classroom teachers, and support personnel all report that this belief by students seems to be at the **HEART OF WHAT HAS INCREASED STUDENT MOTIVATION**."

(TIDD, 2016)

The *Leader in Me* process, by design, gives **EVERY STUDENT** in the classroom **A LEADERSHIP ROLE OR CLASSROOM JOB**. The findings of this study revealed that this approach helped individual students to recognize "a strength that he/she may not have previously realized."

(WEBRE, 2022)

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."

Chart showing values across levels:
- Non-*LiM*: 3.3
- Beginning-Level 1: 3.1
- Implementation Level 2: 3.4
- Advanced Level 2: 3.5
- Lighthouse: 4.2

Y-axis: Always 5.0, 4.5, Often 4.0, 3.5, Sometimes 3.0, 2.5, Rarely 2.0, 1.5, Never 1.0

(DETHLEFS ET AL., 2017)

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