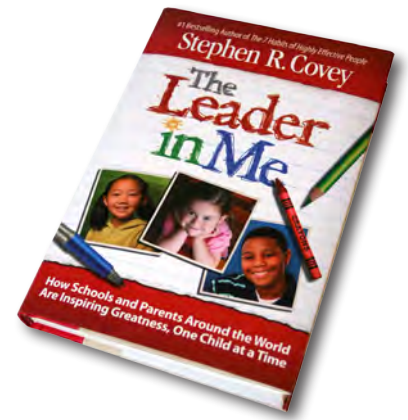# The Leader in Me™

# Current Education Research & Comparison
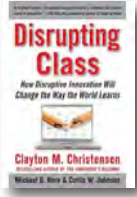
By Judy Yauch

The following matrix compares concepts from books and programs—studied and practiced by educators—to Dr. Covey's *The Leader in Me*.

## THE CULTURE OF AN ORGANIZATION

The Leader in Me™

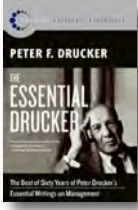| | | |
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| Terrence E. Deal & Dr. Kent Peterson, *Shaping School Culture* | The authors' research found the culture of the organization to be a key factor in productivity and success. Culture affects what people focus on. Culture affects the motivation of staff members, students, parents, and administrators, to put time into continuous improvement.<br><br>*I just want to reinforce how powerful culture is to the learning of students and the productivity of the school. We are living in a time of intense accountability, and the use of data, and a focus on building structures for schools, but we can't forget the importance of school culture. If we don't have schools with the kind of heart, soul, and spirit, that our kids deserve, we are not going to have the kind of productivity that we hope to achieve either. It's critically important to be able to understand the school culture and shape it in everything that you do* (Dr. Peterson). | Deal and Peterson's research found culture to be the pivotal point for whether a school makes marked improvement. *The Leader in Me* agrees. *The Leader in Me* process starts with staff participation in Vision Day- a time to form a picture of their ideal school. This vision binds the staff together. It motivates, and encourages them. The next step, *The 7 Habits Signature* training provides staff a common language and bonding experience. The content has a personal effect while offering a means to teach students to manage learning, behaviors and relationships, emotional intelligence, social skills, and life skills. *The 7 Habits* content is the foundation for building the leadership culture. The third step, Implementation Day, empowers staff to review current Curriculum, Environment, Instruction, Modeling, Systems, and Traditions to determine what fits with the new leadership culture and discard what doesn't. The Lighthouse Team, after additional training, forms the school plan that will move the culture forward. With the help of students, the culture becomes one where everyone is a leader with the responsibility to continue to contribute to the vision. |
| Michael Fullan, *Leading in a Culture of Change* | Fullan lists five components of leadership that are independent but mutually reinforcing forces for positive change: Moral purpose (acting with the intention of making a positive difference); Understanding the change process (change should be organically built into the culture); Relationships (collaboration); Knowledge creation and sharing (data without relationships is merely information glut); and Coherence making (people stimulate, inspire, and motivate one another to contribute and implement best ideas). | In *Leader in Me* schools, members strive to be their best and help others to do the same. This comes through loud and strong in relationships between staff, parents, and students. In *Leader in Me* schools, members are constantly innovating, including students. Once students are empowered to make suggestions, they become very creative. With everyone working together, the culture becomes one of collaboration and relationships strengthen. In a leadership culture, ideas flourish and are shared abundantly. Since people ultimately decide what is important, positive relationships and the social process are critical. |
| Thomas J. Sergiovanni, *The Lifeworld of Leadership* | Sergiovanni uses the terms "lifeworld" and "systemsworld." Lifeworld has three dimensions: Culture (knowledge, beliefs, and norms from which we derive significance); Community (feeling connected to others and part of a social group that is valuable); Person (individual competencies that help us search for individual identity, meaning and significance). Systemsworld is defined as the management designs and protocols, strategic and tactical actions, policies and procedures. School culture flourishes when the lifeworld is the generative force for determining the systemsworld. Culture does not flourish if the systemsworld is in charge. | Sergiovanni found that institutional character and school improvement go hand in hand. Schools with character have unique cultures; they know who they are and have a common understanding of their purposes. This is reflected in the institution's culture (lifeworld, decisions, and actions are consistent). *The Leader in Me* process allows members to collaborate on the vision for the school. This vision is used to determine direction. Being part of a unique school helps improve the level of commitment. Shared commitments pull people together and create tighter connections and this helps student achievement.<br><br>In a *Leader in Me* school, leadership becomes the driving force and a new hierarchy emerges—ideas are at the apex and principals, teachers, and students are below as members of a shared followership that is committed to the vision. |

| Clayton Christensen, *Disrupting Class* | According to the author, disruption is a positive force to introduce change. Four types of "tools" are typically used, some with more success than others. Power Tools (force, coercion, threats); Management Tools (group members agree on cause and effect but not necessarily on what they want from their participation); Leadership Tools (results-oriented, high consensus about what employees want from participation, vision statements); Culture Tools (employees will cooperate almost automatically, deep consensus on priorities and actions). Leadership Tools and Culture Tools will have the most impact and are the essence of a strong culture. | Although Christensen's book focuses on monumental changes in education, several points apply to change in general. As Christensen notes, Leadership and Culture Tools are the most effective in disruptive innovation. These tools ask members to reach a consensus on what they want to accomplish. This consensus gives them a way to track progress and a barometer for which to measure progress. Members are anxious to move forward because they know, and agree, on what the priorities are and take the appropriate actions. This, in turn, yields positive results which motivate members to continue. *The Leader in Me* schools rely on Leadership and Culture Tools. In a leadership culture the administrator becomes only one of the leaders in the building. Every member, students and staff, are leaders working toward the same end in mind. According to the author, this is the essence of a strong culture. |
| Adam Fletcher, *Meaningful Student Involvement: Guide to Inclusive School Change* | Fletcher states that students play a crucial role in shaping school culture. Despite mounting pressure on schools, or perhaps because of it, recent evidence indicates a growing awareness among educators that students play a crucial role in the success of school reform. The book includes Fletcher's "Ladder of Student Involvement in School." The bottom rung of the ladder is manipulation and the top rung is student-initiated, shared decisions with teachers. | The top rung of the ladder lists projects, classes, or activities initiated by students, and decision-making shared among students and adults; empowering students while at the same time enabling them to access and learn from the life experience and expertise of adults. In a *Leader in Me* school, students have many leadership responsibilities. Examples: Students greet visitors and give tours, Research school purchases, and/or Organize community projects. *The Leader in Me* instills leadership in every student. Student leadership opportunities are abundant in this environment and place students on the top rung of the ladder. |

## LEADERSHIP LITERATURE

The LeaderinMe™

| Robert K. Cooper, *The Other 90%: How to Unlock your Vast Untapped Potential for Leadership & Life* | Cooper cites Four Keystones of The Other 90%: Trust (building and sustaining exceptional relationships); Energy (increasing your calm effectiveness under pressure); Farsightedness (creating the future); Nerve (exceeding expectations). | Under each of Cooper's Keystones are many similar ideas as those of a leadership culture. No one has to lose for you to win (Habit 4); Be a lighthouse- Who are you when no one else is looking? (Habit 1); Notice what truly matters to others, Slow down to show you care, Trust enough to be trustworthy, Honor the greatness in others (Habits 4-6); Each of us is gifted in a unique way, Believe you can make a difference, Do what you promise (Emotional Bank Account); Hold yourself responsible, Keep reaching for your best (Habit 1); Take care of yourself (Habit 7). |
| James P. Spillane & John B. Diamond, *Distributed Leadership in Practice* | After studying distributed leadership in schools, the authors found that *Ideally everyone in a school should share leadership. Leadership in successful schools is parceled out generously to staff and community.* | *The Leader in Me* distributes leadership to every member of the school community- staff, administration, parents, students, and community. Everyone is expected to discover and unleash their greatness and contribute to making the school, the family, and the community a better place. |
| Jim Collins, *Good to Great* | Jim Collins is an expert on the importance of alignment within an organization. *There is a big difference between being an organization with a vision statement and becoming a truly visionary organization. The difference lies in creating alignment- alignment to preserve an organization's core values, to reinforce its purpose, and to stimulate continued progress towards its aspirations. Your core values and purpose, if properly conceived, remain fixed. Everything else—your practices, strategies, structures, systems, policies, and procedures—should be open for change.* | *The Leader in Me* offers schools a shared purpose- developing a leadership culture. Once the purpose is fixed; alignment of all areas are reviewed. Research recognizes this step as vitally important. Implementation Day, part of *The Leader in Me* process, allows staff time to review Curriculum, Environment, Instruction, Modeling, Systems, and Traditions (The Six Ingredients) to determine whether they align with leadership. According to Collins, only when schools are really clear about what they stand for and align everything to that purpose, will they find truly inspired behavior. *The Leader in Me* process helps schools do just that. |

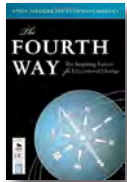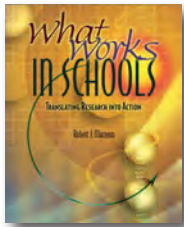| | | |
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| **Peter Drucker, Management Expert, Author of 39 Books** | Drucker believed in basic ideas: Self-confidence grows as you accomplish tasks successfully; Start small and progress to more difficult; Change is inevitable so if you are going to stay successful you need to be ready; You can't predict your future but you can create it; Everyone in a company or organization is accountable. Drucker also believed that schools should work in partnership with employers. | Drucker's no-nonsense approach streamlines processes and focuses people on the main goals of the organization. *The Leader in Me* follows many of his ideas. Self-confidence grows as leadership opportunities are given; *The Leader in Me* process allows for starting slow; Developing a culture of leadership is creating the future; A Leader in Me school is a school of leaders with everyone accountable for themselves, and one another. *The Leader in Me* schools produce young people who are self-motivated, flexible, and have a strong work ethic. Employers are anxious to participate and gain employees with these skills in their community. |

## SCHOOL IMPROVEMENT RESEARCH

The Leader in Me™

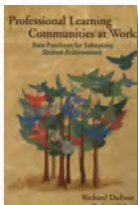| | | |
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| **Andy Hargreaves & Dennis Shirley,** *The Fourth Way: The Inspiring Future for Educational Change* | The authors list Purpose, Power, and Relationships as the things that make most people happy. They have found that, with these in place, people are enthusiastic to contribute. Their list, The Six Pillars of Purpose and Partnership includes: An inspiring and inclusive vision; Strong public engagement; Achievement through investment; Corporate educational responsibility; Students as partners in change; Mindful learning and teaching. | Vision Day, part of *The Leader in Me* process, gives schools the opportunity to develop a strong sense of purpose that is meaningful to all members; Strong public engagement is accomplished through student community service projects and Leadership Days (public tours of the school); Achievement through investment and Corporate Educational Responsibility are encouraged through corporate sponsorships, volunteering, and mentoring; Examples of Students as partners in change can be found in almost every aspect of the culture; Mindful learning and teaching in a leadership culture means learning for, , and about life; something the authors advocate. |
| **Dr. Robert J. Marzano,** *What Works in Schools* | In his book, Marzano lists educator-identified areas of successful schools: Providing students with motivational training; Implementing a self-discipline and responsibility program; Student tracking of learning goals; Involving students in designing of projects and programs; Training and supporting parents. Marzano also advocates life skills assessments in addition to academic assessments. | *The 7 Habits of Highly Effective People*® provides life skills training to staff, students, and parents (Motivational training). In a leadership culture, students are included in much of the planning and implementation (Involving students in designing of projects and programs). A sense of self-discipline and responsibility follows. Many *Leader in Me* schools use the 7 Habits as their class rules or "Code of Cooperation" (Self-discipline and responsibility program). Self-assessment is an integral part of the leadership culture and is accomplished through the use of data notebooks, goal setting, and student-led conferences (Student tracking of goals). Parent training in *The 7 Habits* is typically available in a Leader in Me school (Training and supporting parents). |
| **Richard DuFour & Robert Eaker,** *Professional Learning Communities at Work* | *The lack of a compelling vision for public schools continues to be a major obstacle in any effort to improve schools. What separates a learning community from an ordinary school is its collective commitment to guiding principles that articulate what the people in the school believe and what they seek to create. Furthermore, these guiding principles are not just articulated by those in positions of leadership; even more important, they are embedded in the hearts and minds of people throughout the school. Schools have tended to focus their improvement efforts on their structures—policies, procedures, and roles. It has become clear, however, that sustaining an improvement initiative requires attention to anchoring changes in the school's culture—the assumptions, beliefs, values, and habits that constitute the norm for the people.* | DuFour and Eaker have found that creating a compelling vision is the most important step in any effort to improve schools. The authors also emphasize the importance of working on the culture of the school, not introducing programs or policies alone. Vision Day, part of *The Leader in Me* process, asks all staff, not just the principal, to create a vision of their ideal school. The vision is the momentum that will carry the process forward. The vision becomes embedded in the hearts and minds of the members, unites them, and motivates them to do the tough work to reach their end in mind. Students pick up on this momentum and become part of it, creating a school where everyone contributes, where everyone is a leader. *The Leader in Me* process incorporates the main points DuFour and Eaker document as necessary for real school improvement. |
| **William Damon,** *The Bridge to Character* | The Professor of Education at Stanford suggests that the bridge from a student's natural moral sense to the student's established moral character needs to run through the school. *Schools should make special efforts to provide students with sources of inspiration that will enable them to discover their own admirable purposes.* He states that once they know this purpose, they will not need external rewards. | A leadership culture reinforces every member's capabilities. It encourages exploration and experimentation within a safe, secure environment. One of the foundational principals of this culture is for members to find their voice (their unique gifts and talents), and to help others find theirs. Once students find their voice, they are inspired and motivated. Inspired and motivated students are intrinsically motivated to do the right thing. |

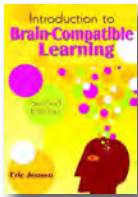| | | |
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| **Dr. Larry Lezotte,** *Correlates of Effective Schools* | Dr. Lezotte and his colleagues identified common characteristics of successful schools: Clear and Focused Mission; Climate of High Expectations; Instructional Leadership; Opportunity to Learn/Student Time on Task; Frequent Monitoring of Student Progress; Safe and Orderly Environment; Home-School Relations. | A leadership culture provides a Clear and Focused Mission and sets a Climate of High Expectations. Instructional Leadership yields less disruptions, so Opportunity to Learn/Student Time on Task increases. Frequent Monitoring of Student Progress is accomplished as students track personal improvement through data notebooks and student-led conferences. As students embrace the 7 Habits, they work collaboratively resulting in a Safe and Orderly Environment. The common language of the 7 Habits follows students home and strengthens Home-School Relations as parents are quick to see the positive impact. Parent Training is typically offered in a *Leader in Me* school. |
| **Character Education Partnership and The John Templeton Foundation,** *What Works in Character Education: A Research-Driven Guide for Educators* | Programs that had a positive effect include: Professional development for teachers; Peer interaction; Direct teaching; Skill training and practice; An explicit agenda; Family or community involvement; Models and mentors; Integration into the academic curriculum; A multistrategy approach. | *The Leader in Me* process includes professional development for the entire staff and additional training for the Lighthouse Team. Peer interaction is highly encouraged and, as schools consistently report, there is an increased collaboration after *The 7 Habits* training. *The Leader in Me* process has an explicit agenda with sequential steps that allows flexibility for individual school needs. Modeling is one of the Six Ingredients. The 7 Habits and leadership are taught through an ubiquitous approach and integrated into all curriculum areas. Community involvement, student leadership roles, *The 7 Habits* materials, professional development, coaching, and student-led conferences are just a few examples of the multistrategy approach. |
| **Thomas Armstrong,** *The Best Schools* | Armstrong believes that children want to learn but their environment often blocks the natural process. To help, Armstrong suggests: Adults need to reawaken their own creativity, vitality, playfulness, and wonder; Create a climate free from criticism, comparison, and pressure to succeed; Treat each child as a unique gift; Understand that each child will be a "genius" in a totally different way. *…other things called values--honesty, integrity, courage, trust, altruism, beauty, cooperation, empathy, hope--that are qualities that ultimately make life worth living and that deserve to be considered as the most important goals of the educational process.* | *The Leader in Me* recognizes contribution of each member's innate gifts and talents. Through the common language of the 7 Habits, the environment becomes one of respect and a celebration of diversity. Children learn they there is enough success for all (Habit 4), together they are stronger (Habit 6), and listening is an important skill to be developed and practiced (Habit 5). As the leadership culture becomes one where children are engaged in their own education, teachers are free to be more creative. Reigniting the artistic side of teaching is immensely inspiring and satisfying. The leadership culture becomes an environment where everyone feels empowered (and, subsequently, student achievement rises). *The Leader in Me* schools are answering Armstrong's call. |
| **Tony Wagner,** *The Global Achievement Gap* | In his book, Wagner cites a set of core competencies for individual success in the future: Critical thinking and problem solving; Collaboration across networks; Leading by influence; Agility and adaptability; Initiative and entrepreneurialism; Effective oral and written communication; Accessing and analyzing information; Curiosity and imagination. | Critical thinking and problem solving, Collaboration across networks, and Leading by influence are taught through relationship skills, listening skills, and recognizing differences as a strength (Habits 4-6). Agility and adaptability and Initiative and entrepreneurialism are taught through responsibility, initiative, Circle of Control, setting goals, and prioritizing (Habits 1-3). Effective oral and written communication skills are taught through empathic listening and expressing one's views clearly (Habit 5). In a *Leader in Me school*, each member is encouraged to think in disciplined ways while using their imagination and curiosity to actively explore and question |
| **Bill Shore,** *The Cathedral Within* | According to Shore, the steps to change are: Visualize a result, think backward, and implement forward; Decide what your core principles and values are and use them to make all decisions; Set achievable, realistic goals to establish a strong track record of successes early on; Make all decisions with your ultimate vision in mind; Learn from your own experience. | *The Leader in Me* process begins with Vision Day. Schools establish their end in mind- their ideal school- and use this vision to move forward; Core principals are established through the lens of leadership and the 7 Habits become the foundation for all decisions. Realistic goals are set and all decisions are made based on establishing the leadership culture. Although core principals are solid, learning continues through the process. |

| McREL Report, *Success in Sight* | This report focuses on five factors necessary for school improvement: Take stock (form a leadership team, get consensus that there is a need for change, determine what the real problem is, create a vision); Focus on the right solution (look at research and strategies, determine what success will look like); Take collective action (work toward same end, everyone committed, knows what to do, and why); Monitor and adjust (positive effect on students, celebrations); Maintain momentum (future plans, next round of improvements). There is a need to keep the proper balance between the science of effective schooling (research), and the art of reform (individual school needs). | *The Leader in Me* process addresses the five factors: Vision Day helps staff create consensus and the need for change (Take Stock); Current research shows that focusing on culture is the "right thing to do" (Focus on the right solution); Once the staff has participated in Vision Day, *The 7 Habits Signature* Training, Implementation Day, and Lighthouse Team Training, their end in mind is clear and each member knows how to contribute (Take collective action); The effect on students is evident by the positive results of being a leader has on staff and students, celebrations are sincere and become treasured Traditions (Monitor and adjust); the 7 Habits are continuously reinforced through the common language and integration into the curriculum. The Lighthouse Team meets regularly to move the process forward with new ideas and opportunities for all school members (Monitor and adjust/ Maintaining momentum). |
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## BRAIN DEVELOPMENT RESEARCH

The Leader in Me™

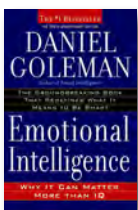| Eric Jensen, *Brain-Compatible Learning* | Brain-compatible learning is based on brain research: The brain is dynamic and has the capacity to change; All brains are unique, there is a developmental sensitivity; We have a "social brain"; Our brain is an integrated "system of systems" (what is going on in one area of our life affects the others); We have memory malleability. It has been determined that 5-11 years is the prime age for sensory motor development and social skill building. Jensen's research found that students learn best when they feel safe, are vested in the learning process, experience minimal stress, can choose relevant, novel learning, have feelings of optimal challenge, have a goal orientation, and have the knowledge and confidence that they have sufficient assets to learn. | The Six Ingredients of the leadership model address the principles of brain-compatible learning. Data notebooks and goal setting address Jensen's findings that, *The only thing that makes sense is comparing a student to himself or herself at a later time. Emotions can even be engaged in setting goals. Ask students to explain why they want to reach the goals they set. The reasons are the emotions behind the goals and the source of the energy to accomplish them* (Curriculum & Instruction). *The 7 Habits* teach the emotional intelligence and social skills the social brain requires. <br><br> *It's easy to say we need better social skills in our youth. But these skills have to be taught by teachers who make it a priority. We know, for example, that academic achievement is enhanced when social contact is positive* (Modeling, Traditions, Curriculum). Jensen suggests educators allow the environment to do some of the teaching (Modeling, Environment). |
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| Jonathan C. Erwin, *Inspiring the Best in Students* | In his book, Erwin states that when we address the social and emotional dimensions of a student, we simultaneously improve the physical and intellectual dimensions. He found that K–12 is the optimal time to encourage emotional, social, and moral development due to the development of the frontal cortex. To keep students engaged: Relationships between the teacher and students must be positive and trusting; Relationships among the students must be generally friendly and supportive; Students must understand how participating will benefit them in both short and long term; Teachers really believe they will make a difference in students' lives; Modeling is evident. | *The 7 Habits* teach that every person has four dimensions: the mind, body, heart, and soul. These four dimensions coincide with Erwin's dimensions. Because the childhood brain is at an optimal time to learn emotional, social, and moral skills, *The Leader in Me* is a perfect fit for education. *The 7 Habits* teach the life skills that students will use into adulthood. Relationships are critical in a leadership culture. Modeling is one of the Six Ingredients. Students learn that doing well is a means to reach their goals and, when they do, their goals are celebrated. In a leadership culture, teachers see they are making a difference and report greater work and personal satisfaction. In addition, parents report greater satisfaction and confidence in the school. |
| Daniel Goleman, *Emotional Intelligence* | Emotional intelligence (now referred to as Social Emotional Learning) is based on brain research: Centers in the brain that regulate emotion continue to grow anatomically into adolescence; Helping children gain abilities in self-awareness, managing distressing emotions, empathy, and relationship skills act as a deterrent to negative behaviors; Our repeated experiences help shape the brain itself; Childhood experiences have critical importance. Goleman says the school years are …*a neurological window of opportunity, a chance to ensure that all children get the right experiences to help them flourish in their jobs and careers, as mothers and fathers, husbands and wives, as citizens of our communities.* | Goleman has found that emotional intelligence is a better indicator of future success than GPA, IQ, or standardized test scores. Due to the discoveries in the field of brain research, Goleman believes that childhood is the perfect time to help children develop emotional intelligence. *The 7 Habits* teach Goleman's list of emotional intelligence skills: Habit 1 teaches self-awareness and managing emotions; Habits 5 & 6 teach empathy and communication; Habits 4 & 6 teach cooperation; Habits 1-6 teach the skills to resolve conflict. Goleman describes these skills as crucial abilities for effective living. *The Leader in Me* and *The 7 Habits* teach emotional intelligence through an ubiquitous approach within a leadership culture. |

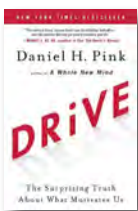| The Collaborative for Academic, Social, and Emotional Learning (CASEL), based at the University of Illinois at Chicago | Social-Emotional Learning is sometimes called the missing piece because it represents a part of education that links academic knowledge with a specific set of skills important to success in schools, families, communities, workplaces and life in general.<br><br>*Research shows that social-emotional skills can be taught to students and that their presence in classrooms and schools improves academic learning. They also incorporate into their education a sense of responsibility, caring, and concern for the well being of others, as well as themselves. Learning thus can be said to touch both the 'head' and the 'heart' and the result is classrooms that are run better and students who are more inspired.* Herbert J. Walberg. | *The Leader in Me* schools are places where social and emotional skills are taught. Students feel cared about, welcomed, valued, and seen as more than just learners–they are seen as resources. Students know themselves, are responsible, care for others, and know how to act. *The Leader in Me* schools teach these skills ubiquitously. Students are taught to set goals and aspire to achieve them. They track their scores and strive to improve past scores/skills. Community among school members, and with parents, is an integral part of who theses schools are. Staff is provided continuous professional development and students are taught *The 7 Habits* age-appropriately. An ongoing monitoring of what is working and what isn't is a daily part of a *Leader in Me* school. A *Leader in Me* school believes that every child has potential and the role of the school is to help them discover that potential. |
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| Willard R. Daggett & Paul D. Nussbaum, *What Brain Research Teaches about Rigor, Relevance, and Relationships* | Rigor and relevance is a way to evaluate and organize instruction and instructional practices. The Rigor & Relevance Framework is based on two continuums: The Knowledge Taxonomy, based on Bloom's Taxonomy, describes the increasingly complex ways in which we think, and The Application Model, which is one of action. There are four Quadrants: Acquisition, Application, Assimilation, and Adaptation.<br><br>*Individuals who can use the prefrontal cortex in areas of creativity, design, innovation, and creative thinking will be the person who has the greatest probability of success in the 21st century.* | Rigor refers to academic rigor. When a student follows Bloom's Taxonomy from Knowledge to Synthesis and Evaluation, he/she is involved in rigorous learning. A leadership culture empowers students to be intimately involved in their own learning and the result is a student who is intrinsically motivated to move from the Acquisition of Knowledge to the Adaptation of Knowledge. Adding to this, with decreased discipline issues, teachers have increased time to teach with decreased discipline issues. Relevance refers to learning in which students apply core knowledge, concepts, or skills to solve real–world problems. A leadership culture provides students with real–world situations daily. Examples: Students run committees; Interview for leadership roles; Greet visitors and give tours; Research purchases; Organize and run projects and programs; Offer suggestions for improvement. |

## RESEARCH ON MOTIVATION & LEARNING

The Leader in Me™

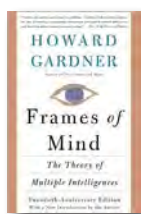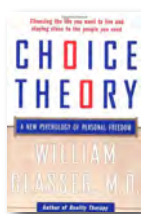| Daniel Pink, *Drive: The Surprising Truth About What Motivates Us* | Motivation, Pink found, is fueled by the need for intrinsic desires and satisfaction. He lists three ways to accomplish this: Autonomy (the need to be self–directed); Mastery (the need to become better and better at something); and Purpose (the need for a connection to a larger purpose). Pink also suggests that in the 21st century, high tech is no longer enough, we will also need to have the ability to empathize, understand the subtleties of human interaction, find joy in one's self and to elicit it in others, and stretch beyond the quota in pursuit of purpose and meaning. | With *The Leader in Me*, Self–Direction is developed through the teaching of interpersonal skills (Habits 1-3). Continuous reflection of personal progress, not competition with others, encourages students to strive toward goals, yielding Mastery. The development of intrapersonal skills (Habits 4-6) also helps reach Mastery in relationships. The focus on leadership gives all school members a connection to a larger Purpose and the common language of *The 7 Habits* offers a daily reminder.<br><br>*Some might dismiss notions like these as gooey and idealistic, but the science says otherwise. Science confirms that this sort of behavior is essential to being human–and that now, in a rapidly changing economy, it is also critical for professional, personal, and organizational success of any kind.* |
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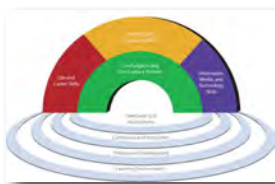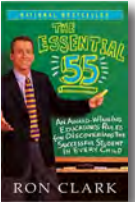| Howard Gardner, *Frames of Mind* | Gardner's Theory of Multiple Intelligences states that peoples' strengths lie in different "intelligences." Typically the linguistic and logical-mathematical intelligences have been most valued in schools.<br><br>*With knowledge changing so rapidly, students must become able—eager—to assume responsibility for their learning. To the extent that students can craft their own goals, keep track of their own accomplishments, reflect on their own thinking and learning—where it has improved, where it continues to fall short—they become partners in their own education. Even more crucially, once formal schooling has concluded, it should have become second nature for adults to keep on learning—sometimes alone, sometimes in groups—for as long as they choose; indeed, one hopes, for the rest of their lives.* | In a leadership culture, discovering each members' unique talents and how best to contribute is a main focus. In addition, each teacher is encouraged to use his/her strengths to develop their own approach to implementing leadership in the classroom. In this environment, students are partners in their own education. Students are asked to reflect on their thinking and learning by writing and tracking personal and academic goals, comparing progress individually rather than competitively, and creating a plan to improve their scores. *The Leader in Me* schools report greater staff and parent satisfaction, increased student achievement scores, and decreased discipline issues. Gardner's theory has received some criticism because it is difficult to document. However, he warns against only focusing on numbers because they disregard case studies of children's learning improvement, parents reports of improved attitudes toward school, and documentations of learning progress through projects, problem solving, and portfolios. |
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| William Glasser, *Choice Theory* | Glasser believes that all behavior is purposeful and is engaged to meet five human needs: Survival (to be safe); Love and belonging (to connect); Power (to feel competent); Freedom (to feel free and autonomous); Fun (to play and enjoy ourselves).<br><br>*Personal motivation comes from within, external controls don't work. Students are internally driven by their needs, they behave in a never-ending quest to satisfy the universal needs to connect, be powerful, make choices, and have fun in a safe, secure environment. He suggests that our goal should be to inspire students so that their natural desire to achieve expresses itself in the pursuit of academic excellence.* | Educational research has found that students' preference for challenge, curiosity, and focus on independent mastery all decrease steadily over time, with an especially large drop during the transition from elementary to middle school. Similar declines are found in student engagement, motivation, and commitment to school. Students' perception of school is better when their basic needs are met. A leadership culture: Accepts and celebrates students for their unique gifts and talents (Survival, Love & Belonging, Power ); Connects students by being an important part of their class and school (Survival, Love & Belonging); Gives students leadership roles (Power); Provides students choices (Freedom); Creates a school that is generally a joyful place as discipline issues are minimal (Fun). |
| Benjamin Bloom, *Bloom's Taxonomy* | Bloom's Taxonomy divides educational objectives into three domains: Affective, Psychomotor, and Cognitive. Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom's Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education. | The Affective Domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivation, and attitude. The leadership model meets Bloom's Affective Domain: Listens to others with respect (Habits 4–6); Participates in class discussions, Is able to give a presentation (Habit 5); Is sensitive towards individual and cultural differences (Habits 5 & 6); Accepts responsibility for one's behavior (Habits 1–3); Shows self-reliance when working independently (Habit 1); Displays teamwork (Habits 4-6). |
| Partnership for 21st Century Skills | 21st century skills include: Learning and Innovation Skills (Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration) and Life and Career Skills (Flexibility and Adaptability; Initiative and Self-Direction; Social and Cross-Cultural Skills; Productivity and Accountability; Leadership and Responsibility). | *The Leader in Me* gives students the tools to develop the essential life skills and characteristics they will need for success in the 21st century. *The 7 Habits* teach students to: Think creatively and work creatively with others (Habits 1, 4, & 6); Reason effectively (Habits 2 & 3); Make judgments and decisions (Habits 1–7); Solve problems (Habits 1–7); Adapt to change and be flexible (Habits 1–6); Manage goals and time (Habits 1–3); Work independently (Habit 1); Become self-directed learners (Habits 1–3); Manage projects (Habits 1–3); Produce results (Habits 1–7). With *the 7 Habits* integrated into the core curriculum it becomes part of the leadership culture. |

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| **Alfie Kohn,**<br>*Punished by Rewards* | Kohn is a leading researcher in the area of motivation in schools.<br><br>…*a community where care and trust are emphasized without restrictions and threats, where unity and pride (of accomplishment and in purpose) replace winning and losing, and where each person is asked, helped, and inspired to live up to such ideals and values as kindness, fairness, and responsibility. [Such] a classroom community seeks to meet each student's need to feel competent, connected to others, and autonomous….* | *The Leader in Me* schools emphasize a celebration of diversity, where each member contributes. Restrictions and threats are not needed, students feel good about the "job" of school and the accomplishments they make. Tracking goals and data collection emphasize the positive and give students incentive to improve. Through *The 7 Habits*, each school member is expected to be responsible for their learning and teaching, treat others with respect, and take care of themselves. Students are leaders– they feel competent, connected to the school, and autonomous. |
| **Carol Ann Tomlinson,**<br>*The Differentiated Classroom* | Tomlinson lists factors adults should remember: Each kid is like all others and different from all others; Kids need unconditional acceptance as human beings; Kids need to believe they can become something better than they are; Kids need help in living up to their dreams; Kids have to make their own sense of things; Kids often make their own sense of things more effectively and coherently when adults collaborate with them; Kids need action, joy, and peace; Kids need power over their lives and learning; Kids need help to develop that power and use it wisely; Kids need to be secure in a larger world. | *A Leader in Me* school has all of the components Tomlinson suggests. *A Leader in Me* school believes: Children are talented, contributing members of the school; Children have unique gifts and are unconditionally accepted; Childrens' aspirations are accepted and encouraged; Children have a voice and, with adults, can make an impact; Children should be active participants in their education; Children should be given opportunities to shine; School should be safe and secure; School should be a joyful place. |
| **Gary Bingham,**<br>**Teri Holbrook,**<br>**Laura Meyers,**<br>*Using Self-Assessment in Elementary Classrooms* | *When modeled by the teacher in thoughtful ways, self-assessment returns voice and ownership to students. In turn, the teacher is able to better support the changing needs of each student. Embedded in social relationships within a classroom, they (ongoing dialogue with teachers, selection of projects, etc.) address issues of positive self-perception, motivation, and achievement that make reflective self-assessment such a powerful practice in a young child's education.* | Student voice is an integral part of a *Leader in Me* school. Student voice comes in many forms, one of which is ownership of their own learning. Teaching young children to write and track goals gives them a skill they will use into adulthood. Tracking academic scores teaches them to aspire to higher scores, not to compete with other students but to better themselves. Collecting achievements teaches a sense of accomplishment. The data notebook is a place to document these things and becomes an integral part of the student-led conference, another strong aspect of the leadership culture. Self-assessment is a very visible part of a *Leader in Me* school. |
| **Arthur L. Costa,**<br>*Habits of Mind* | Habits of Mind are 16 Attributes of Effective Thinkers: Persisting; Managing Impulsivity; Listening with Understanding and Empathy; Thinking Flexibly; Metacognition; Striving for Accuracy; Questioning and Posing Problems; Applying Past Knowledge to New Situations; Gathering Data Through All Senses; Responding With Wonderment and Awe; Finding Humor; Open to Continuous Learning. | In a *Leader in Me* school, members learn and display many of the Habits of Mind attributes. Persistence, Managing Impulsivity, Metacognition, and Striving for Accuracy (Habit 1). Listening with Understanding and Empathy (Habit 5). Thinking Flexibly (Habits 4 & 6). Finding Humor and Remaining Open to Continuous Learning (Habit 7). Students and staff are encouraged to Question and Post Problems, Apply Past Knowledge to New Situations, and discover what makes each of them Respond with Wonderment and Awe. The Habits of Mind fit into the Curriculum, Instruction, and Modeling (Three of the Six Ingredients) aspects of a *Leader in Me* school. |

## PROGRAMS

The LeaderinMe™

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| **Ron Clark,**<br>*The Essential 55* | Ron Clark book lists 55 behaviors that teach students to be responsible for self, to be the best person they can be, and to use proper etiquette and manners. | *The 7 Habits* teach students to be responsible and to be the best person they can be. Many *Leader in Me* schools teach proper etiquette and manners as part of Curriculum, Instruction, and Traditions (Three of the Six Ingredients). |

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| Positive Behavior *Interventions & Supports* | PBIS aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. The goal: To establish a climate in which appropriate behavior is the norm. There are three levels of intervention: Primary (Schoolwide); Secondary (Classroom); and Tertiary (Individual). A teaching matrix outlines the expected behavior for each setting within the school. Example: "Respect Property"– Recycle paper (classroom); Return trays (cafeteria); Keep feet on floor (bus); Put trash in cans (hallway); Return equipment (playground). IDEA (Individuals with Disabilities Education Act) specifically mentions PBIS in the law. | In a *Leader in Me* school, every staff member and student is considered a contributing member of the leadership culture. Students are expected and encouraged to do their best, respect people, and contribute to making the school a place they are proud of. *The 7 Habits* offer a common language and often become the classroom and school "Code of Cooperation." This allows for appropriate behavior to be expected and reinforced schoolwide. *The Leader in Me* could be considered a Primary Intervention (schoolwide). Although Congress specifically mentions PBIS in the IDEA law, it also provides that competitive grant funds can be used to: Provide training and joint training to the entire spectrum of school personnel in the use of whole school positive behavioral interventions and supports. *The Leader in Me* is a schoolwide positive behavioral support system that also teaches leadership, 21st century, and life skills. *The Leader in Me* could be considered a Primary Intervention |
| *Response to Intervention* | RTI seeks to prevent academic failure through a multi-step, early intervention approach. The primary, or first tier focuses on the core curriculum. 80% to 85% of the general student body should meet grade level norms without additional assistance. The 15% to 20% of students who consistently show a discrepancy are then given Tier 2 or secondary, instruction services. 3% to 6% of students will continue to have difficulties and will receive Tier 3, or individual intervention services. Criticisms of the RTI method include the mandatory classroom teacher time required and the fact that, because each year the student has a new teacher and RTI, delays in assessment and intervention may occur. | Response to Intervention focuses on academic difficulties. RTI may be run, simultaneously, within the leadership culture. In fact, many *Leader in Me* schools incorporate RTI into their leadership culture. The leadership model helps students discover their unique gifts and talents. As students think of themselves as important, contributing leaders, they become increasingly enthusiastic about learning. The result is an intrinsically motivated student who takes ownership and becomes an active participant in his/her own education. This ownership leads to increased attendance and academic scores. Discipline issues, as reported by Leader in Me schools, decrease. The leadership model enhances the effectiveness of RTI by addressing the schoolwide culture. By establishing student leadership, high expectations for all, and an atmosphere of collaboration among all school members, this primary intervention may alleviate many students needing a Tier 2 intervention. |
| *The Responsive Classroom* | The Responsive Classroom is based on 7 principles: Learning social skills is as important as academic skills; How children learn is as important as what they learn; Children gain knowledge most effectively through social interaction; Children need to learn cooperation, assertion, responsibility, empathy, and self-control; Knowing the children is as important as knowing the content; Knowing the families is essential; How the adults work together is as important as how skillful each individual teacher is. | In a leadership culture: Social skills are taught through *The 7 Habits* and leadership; Students have a leading role in their own education and can help staff understand how they learn best; Social interaction is an integral part of a leadership culture as students learn that together they are stronger; Cooperation, assertion, responsibility, empathy and self-control are taught through *The 7 Habits* and through daily interaction and modeling; Discipline issues decrease allowing teachers increased time to teach and to know their students better; Family participation, programs, and volunteer opportunities are abundant; Staff collaboration begins with Vision Day, increases through *The 7 Habits* experience, and continues into Implementation Day and the culture-changing process. *The Leader in Me* schools report a dramatic increase in staff and parent satisfaction. |
| School Specialty Planning & Student Development, *Why Plan? The Impact of Planning, Organization, and Time Management Skills* | Success in the 21st century requires that students: Be active, self-regulated learners; Be able to plan, manage time, self-monitor, and organize; Be flexible, creative, self-direct, and self-manage; Be able to self-assess; Engage actively and independently in the learning process. The report cites Marzano, Piaget, Vygotsky, Bloom, and Gardner as advocating engaging every learner in a gradual release of responsibility from the teacher to the student as students are taught to assume growing levels of self-management and self-regulation. | A leadership culture actively engages students in their own learning; even the youngest students set goals and track progress. All students become active participants in the direction of the school and many of the decisions that are made. *The 7 Habits* are the foundation of the leadership culture. Habit 1: Be Proactive teaches responsibility, initiative, and self-regulation. Habit 2: Begin With the End in Mind teaches setting goals, having a plan, and thinking ahead. Habit 3: Put First Things First teaches prioritizing, identifying and staying focused on those things that are most important. Habit 4: Think Win-Win, Habit 5: Seek First to Understand, Then to Be Understood, and Habit 6: Synergize teach relationship skills. Habit 7: Sharpen the Saw teaches taking care of self and finding balance. Student responsibility is at the core of the leadership model. |