



DECEMBER 2014
LEADER IN ME
IMPACT REPORT

“ A CFO says to a CEO

**WHAT HAPPENS IF WE INVEST
IN DEVELOPING OUR PEOPLE AND
THEN THEY LEAVE US?**

The CEO responds

**WHAT HAPPENS IF WE DON'T, AND
THEY STAY?**”



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EXECUTIVE SUMMARY

Leader Valley is a talent development initiative of the Greater Cedar Valley Alliance & Chamber, located in three communities- Waterloo, Cedar Falls, and Waverly, Iowa. Leader Valley prepares Pre-K-12 students for life by providing them the essential soft skills needed for a life of effectiveness and a competitive advantage in the workforce. To accomplish this, Leader Valley champions believe that ALL students in the Cedar Valley deserve authentic learning and leadership opportunities in a rich leadership school culture. The first priority of Leader Valley is the implementation of *Leader in Me* in Cedar Valley schools.

Leader in Me is an international initiative developed by FranklinCovey based on the seminal work of Dr. Stephen Covey's *7 Habits of Highly Effective People*. *Leader in Me* is a school-wide process dedicated to transforming the leadership culture and performance. *Leader in Me* works in concert with the academic, behavioral, and culture-based initiatives common in today's schools. *Leader in Me* has four principle focuses: *The 7 Habits of Highly Effective People*, an intentional focus on identifying and cultivating special gifts and talents, authentic learning and leadership opportunities, and the development of essential soft skills.

In cooperation with local businesses, Leader Valley proudly provides financial and administrative support to *Leader in Me* schools spanning five districts and three communities- Waterloo Community Schools, Cedar Falls Community Schools, Cedar Valley Catholic Schools, St. Patrick School, and St. Paul's Lutheran School. *Leader in Me* is currently implemented in 17 schools- 12 elementary schools, two K-8 buildings, and three middle schools.

This interim report reflects the collection of both quantitative and qualitative data including (1) demographic data, (2) fidelity of implementation data, (3) school culture data, (4) academic data, (5) student application data, and (6) testimonials. Data was then analyzed by a team of education researchers from the University of Northern Iowa and Hawkeye Community College, which led to the conclusions that will be found in this report.

The findings of this interim report reflect typical results reported in *Leader in Me* schools with regard to the acquisition and application of essential soft skills, improvements within the school culture of *Leader in Me* buildings, and academics. Findings worth highlighting include the improvement of chronic absenteeism in *Leader in Me* schools, the reduction of bullying and harassment, the enhancement of the school cultures, and the application of *The 7 Habits of Highly Effective People* within students and school staff alike.

A description of the data can be found on page 20. Please note that while the results and successes of the *Leader in Me* schools shared in this report certainly may have been impacted by other factors, the results are encouraging that *Leader in Me* can have a positive impact on a school culture. In future reports, additional data will be compiled, analyzed, and reported on.

PURPOSE OF THIS REPORT

The purpose of this report is two-fold. First, it has served as a tool to gather and analyze baseline data reflective of fidelity of early implementation of *The Leader in Me* initiative in Cedar Valley Schools. Second, it is a way to inform stakeholders of the baseline information. Going forward, as data is reported and analyzed on an annual basis, the scope of this report will broaden to include comparative and statistical measures. With baseline data now in place, it is reasonable to expect that in ensuing years, data *may* show some impact effects that will lead to conclusions regarding the implementation of this initiative. In addition, it is the intent of the reporting group to disaggregate data into multi-tiered levels that will allow deeper understanding of impact on specific groups (e.g., students, teachers, parents, school level achievement, etc.).

CONTEXTUAL OVERVIEW

Leader Valley

Leader Valley is a talent development initiative of the Greater Cedar Valley Alliance and Chamber, located in three communities- Waterloo, Cedar Falls, and Waverly, Iowa. Leader Valley prepares Pre-K-12 students for life by providing them the essential soft skills needed for a life of effectiveness and a competitive advantage in the workforce.

To accomplish this, Leader Valley champions believe that ALL students in the Cedar Valley deserve authentic learning and leadership opportunities in a rich leadership school culture. The first priority of Leader Valley is the implementation of *Leader in Me* in Cedar Valley schools.

Leader in Me

Leader in Me is an international initiative sponsored by FranklinCovey based on the seminal work of Dr. Stephen Covey's *7 Habits of Highly Effective People*. *Leader in Me* is a school-wide process dedicated to transforming the leadership culture and performance at the schools. *Leader in Me* works in concert with the academic, behavioral, and culture-based initiatives common in today's schools. Such initiatives include, but are not limited to Positive Behavior Intervention Supports, Character Counts, Multi-Tiered Support Systems, and Response to Intervention. *Leader in Me* is not meant to replace the other initiatives, but to enhance them.

In our culture, leadership is often defined based on title, power, rank, authority, affluence, and/or influence. We believe becoming a leader should not be an opportunity for just some students, but for ALL students. Dr. Stephen Covey defines leadership as a choice, not a position. We believe all students can make the choice to be a leader in their own unique fashion and that it is imperative that we guide them toward making that choice. Our educators are primed to help ALL students choose to be leaders in a nurturing environment that provides them the necessary authentic learning and leadership opportunities, while identifying and cultivating their special gifts and talents. Coupled with explicit teaching and practice of *The 7 Habits of Highly Effective People*, our young people have the opportunity to develop softs skills.

As a Cedar Valley community, we realize the importance of coming together to invest in our young people- the future of the Cedar Valley. We do this in a number of ways. All of our Leader Valley *Leader in Me* schools embed *The 7 Habits of Highly Effective People*, identify and nurture the gifts and talents of all students, and provide authentic and meaningful leadership roles and opportunities to learn about leadership. Following are the four principle focuses of *Leader in Me*:

1. TEACH & MODEL THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE

2. IDENTIFY AND NURTURE GIFTS AND TALENTS

3. PROVIDE AUTHENTIC LEARNING AND LEADERSHIP OPPORTUNITIES

4. DEVELOP ESSENTIAL SOFT SKILLS



1. TEACH & MODEL THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE

The 7 Habits of Highly Effective People are a set of common sense principles, but may not be commonly used. Leader Valley believes it is imperative to impart the habits of effectiveness on students from a young age moving forward. *The 7 Habits* are explained further below:

HABIT 1

Students learn the art of this foundational habit, “Be Proactive”, by exploring the pause and respond model, using proactive language, applying the circle of influence, and becoming a transition person.

HABIT 2

Students learn “Beginning with the End in Mind” by envisioning outcomes, setting goals, and creating a personal mission statement.

HABIT 3

Students learn about “Putting First Things First” with a focus on prioritization, big rocks, and eliminating the unimportant, as well as daily and weekly planning.

Private to Public Victory- With an initial focus of self-mastery and self-discipline, students will shift gears from Habits 1-3 toward Habits 4-6 with a focus on strengthened and effective relationships.

HABIT 4

Students learn to “Think Win-Win” by examining human interaction, balancing courage and consideration, seeking mutual benefit, creating win-win agreements, and building win-win systems.

HABIT 5

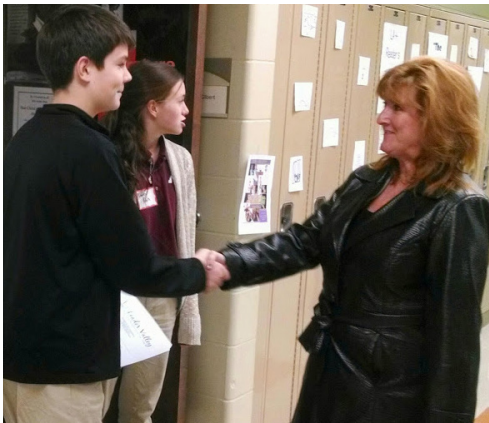
Students engage in the art of empathic listening as they “Seek First to Understand, Then to be Understood.” They learn to listen with their ears, eyes, and heart.

HABIT 6

Students learn the significance of “Synergizing” by valuing and celebrating the differences in others and practicing creative cooperation.

HABIT 7

Students learn about the art of self-care and self-renewal in four dimensions by “Sharpening the Saw.” They learn to renew in the areas of physical, social/emotional, intellectual, and spiritual domains.



2. IDENTIFY AND NURTURE GIFTS AND TALENTS

Leader Valley *Leader in Me* schools recognize that each student has a special set of gifts and talents. These may include but are not limited to talents with music, technology, public speaking, planning activities, or artistic productions. It is up to the educators to work with each student to help them identify and nurture those talents.

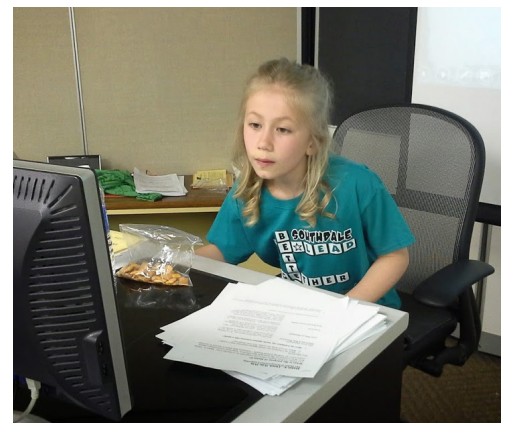
3. PROVIDE AUTHENTIC LEARNING AND LEADERSHIP OPPORTUNITIES

All students deserve the opportunity to apply The *7 Habits* and utilize their gifts and talents to the fullest. We believe the best way for students to do so is to engage in authentic opportunities to learn about leadership from community leaders, but also to be active in leadership opportunities. These leadership opportunities are available to *Leader in Me* students in their classroom, across the school, within the community and may include leadership work at events or service projects.

4. DEVELOP ESSENTIAL SOFT SKILLS

Leader in Me is giving students in Cedar Valley schools the soft skills needed to be more effective in the classroom today and the workplace tomorrow. Students develop responsibility and learn necessary skills valuable to their future employers. Consider that *Leader in Me* students are utilizing The *7 Habits* and their gifts and talents to do the following:

- **Event Planning-** Blessed Maria student leaders plan and execute events.
- **Management-** Hoover Middle School students learn the importance of management by taking the lead for lunch room operations.
- **Training-** A Southdale Elementary 6th grader trains future student communication leaders on producing daily announcements.
- **Facilitating-** A former North Cedar Elementary student leader facilitates *7 Habits* sessions for peers and adults.
- **Human Resources-** Hoover and Blessed Maria Middle School students serve on hiring committees for new teachers.
- **Communications-** Students from many *Leader in Me* schools write and deliver leadership speeches to the community, higher education, businesses, and nonprofit organizations.
- **Designing-** Orange Elementary students designed and produced leadership posters that were transformed into larger-than-life murals throughout the school.
- **Initiative-** Becker Elementary students show initiative by establishing a maintenance and grounds squad to do recycling and work to improve the environment.



WHY LEADER IN ME WORKS

There are four factors that play a role in the effectiveness of *Leader in Me* in our schools.

- 1. Paradigm Shift-** A “See-Do-Get” model is explored within the *Leader in Me* school cultures. Effective educators know that how you see the world (paradigm), is a driving factor in what you do (actions), as well as what you get (results). In effective leadership cultures, our educators do not believe that leadership is for some students, but rather believe every child has gifts and talents to be nurtured.
- 2. Inside-Out Model-** In our *Leader in Me* schools, we often say, “it starts with us”, that is the educators in the building. Educators must know, live, and model *The 7 Habits* personally and professionally before this can take hold with students. They can't expect changes in their students until they have changed themselves.
- 3. Common Language-** *Leader in Me* schools have a common language that permeates all levels, from educators to students and parents. The framework of the common language is *The 7 Habits of Highly Effective People*. This provides consistency and a common understanding for how students and adults in our schools interact.
- 4. Ubiquitous Implementation-** Fidelity of implementation is key to the effectiveness of *Leader in Me*. For a school culture to transform, leadership must be embedded authentically into all aspects of the school culture. From modeling and relationships, physical environment, and operational systems, to curriculum, instruction, and traditions, leadership must be infused to have the maximum reach for students. Leadership then becomes a way of life, not something to be done during an isolated lesson one time a week.

LEADER IN ME IMPLEMENTATION

There are four phases of implementation and corresponding training.

- 1. Pre-Work-** Schools considering implementing *Leader in Me* will be asked to complete a variety of activities that demonstrate readiness to move forward with formal training. These types of actions will secure staff buy in, long term commitment, fidelity of implementation, and ultimately, the quality of our *Leader in Me* schools. Pre-work activities may include, but are not limited to, a book study, *Leader in Me* school visits, and a readiness survey. The pre-work phase typically takes from 3 to 6 months, but may take up to a full school year.
- 2. School Culture-** In the first training series, schools engage their entire staff in a shared vision of the greatness and leadership that are inherent in every child and adult. They study the timeless, universal principles that allow people to realize their potential, as well as make specific plans for implementing these principles in their school and classroom cultures. School culture trainings include *7 Habits* Signature Training, Vision Training, Implementation Training, and Lighthouse Team Training. The completion of all four trainings takes a minimum of one school year, but can go as long as two years if needed.
- 3. Academic Tie to Leadership-** In the second training module, schools build on the foundation established in year one and learn to apply *The 7 Habits* and leadership concepts at a higher order. They implement specific tools that empower staff as leaders and students academically. The focus becomes creating effective school-wide goals that produce results now and build a lasting capacity to produce results in the future. Training modules include Empowerment Training and Achieving School-wide Goals Training. The completion of these two trainings typically takes a school 3 to 6 months to complete.
- 4. Lighthouse Team Status-** Although not a training module, the quest for Lighthouse Team Status is the next phase of implementation for *Leader in Me* schools. Lighthouse Status is the premier designation for *Leader in Me* schools. To achieve Lighthouse Status, schools are evaluated against nine criteria and 142 actionable items within those criteria. Because of the rigor of going through this evaluative process, only 101 schools of the 1,985 *Leader in Me* schools around the nation have achieved Lighthouse Status. It typically takes a school two or three years at a minimum to achieve Lighthouse Status.

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2010	North Cedar Elementary Dr. Walter Cunningham School of Excellence	Cedar Falls Schools Waterloo Schools
2011	Fred Becker Elementary Orchard Hill Elementary Southdale Elementary	Waterloo Schools Cedar Falls Schools Cedar Falls Schools
2012	Lincoln Elementary Orange Elementary Hoover Middle School Blessed Maria Middle School	Cedar Falls Schools Waterloo Schools Waterloo Schools Cedar Valley Catholic Schools
2013	Kittrell Elementary Poyner Elementary St. Edwards Elementary St. Patrick School K-8 George Washington Carver Academy	Waterloo Schools Waterloo Schools Cedar Valley Catholic Schools St. Patrick School Waterloo Schools
2014	St. Paul's Lutheran School K-8 Lou Henry Elementary Kingsley Elementary	St. Paul's Lutheran School Waterloo Schools Waterloo Schools

The goal of Leader Valley is that all 34 pre-K-12 schools in the three metro districts would be implementing *Leader in Me* by the 2019-2020 school year, as well as expand the reach to a number of private and/or outlying rural schools across the Greater Cedar Valley.



LEADER VALLEY EVOLUTION

Leader Valley started with an act of vision: A vision of expanding the reach of leadership to all students in the Cedar Valley. Leader Valley's evolution can be documented through the establishment of key collaborative relationships, events of significance, and financial gifts to the initiative.



2010

FEBRUARY- Visit to A.B. Combs



2012

JULY- Leader Valley director hired

SEPTEMBER- First *7 Habits* new teacher session



2013

APRIL- First University of Northern Iowa and Hawkeye Community College *Leader in Me* workshop

JUNE- First University of Northern Iowa and Hawkeye Community College *7 Habits* summer session

JULY- *Leader in Me* taskforce established

AUGUST- CUNA Mutual & Veridian Credit Union donate \$75,000

AUGUST- *Leader in Me* infused into New Teacher Breakfast

AUGUST- Hoover Middle School ribbon cutting



2014

JANUARY- *7 Habits* business and non-profit training session

JANUARY- Public sector *7 Habits* overview

JANUARY- First synergy session

APRIL- Leader Valley recipient of NLA Collaboration Award

MAY- *Leader in Me* infused into Gold Star

JUNE- First non-profit *Leader in Me* training

AUGUST- Leader Valley Communications Campaign begins

AUGUST- UNI's Professional Readiness Program infuses *7 Habits*



2015

APRIL- Leader in Me Symposium

HIGHER EDUCATION PARTNERSHIP

Synergizing

A valuable partnership with two Cedar Valley higher education institutions has been established to nurture the leadership work in our pre-K-12 schools. The University of Northern Iowa and Hawkeye Community College prepare our future educators in their respective teacher-preparation programs. Both institutions are instrumental in helping our future teachers understand and apply *The 7 Habits of Highly Effective People* and *Leader in Me*, through the infusion into course content, but also through supplemental workshops. As of spring 2014, 250 pre-service teachers have been trained through workshops in *The 7 Habits* and *Leader in Me*.

Additionally, the partnership has spawned a wonderful renewal opportunity for educators in local *Leader in Me* schools. Each summer, a three-day *7 Habits* retreat is held at Hawkeye Community College, in which educators can earn graduate credit from the University of Northern Iowa and renew their passion for the *7 Habits* and *Leader in Me*.

Several instructors and professors from both institutions also are certified *7 Habits* facilitators. They provide a valuable resource and co-facilitate *7 Habits* sessions for our schools implementing *Leader in Me*.

Lastly, the University of Northern Iowa and Hawkeye Community College provide support for other aspects of the Leader Valley project, including project evaluation, synergy sessions, and hosting/sponsoring the *Leader in Me* Symposium that will be held April 2015.

CEDAR VALLEY EDUCATION AND BUSINESS PARTNERSHIP

Thinking Win-Win

Across the nation, U.S. employers are struggling to fill jobs, largely due to a lack of available talent. On a nationwide level, this can be attributed largely to a lack of technical competencies, as well as soft skills (Manpower, 2014).

A 2013 study by the Greater Cedar Valley Alliance & Chamber also indicated that the Cedar Valley businesses have identified a number of gaps in the local workforce that align with this nationwide trend. Within the Cedar Valley, businesses with 100 employees or more, have an average of 19 positions open at any given time. To fill one of the 19 positions, it will typically take 36 applicants and 10 interviews. Within the Cedar Valley, employers have identified the following as factors in filling positions with quality applicants:

- **Soft skills**- A collection of habits, skills, and social graces that complement the technical skills one brings to the job. These soft skills are integral to the effectiveness one possesses both inter-personally and intra-personally.
- **Communication skills**- Effective written and oral communication that enhances their performance and relationships with others.
- **Work ethic**- How one demonstrates their commitment to hard work, initiative, and the ability to get things done in a quality manner.
- **Leadership skills**- A set of skills and traits that expands one's level of effectiveness and influence in the accomplishment toward individual and collective goals.

The impact of this talent shortage across the Cedar Valley and the nation is significant. Companies who are in a position to expand are limited because of a lack of talent in the workforce. Companies are leaving key management and leadership positions open for 18+ months because of a lack of talent to fill the positions. Additionally, 86% of companies indicated adverse impact that is passed on to clients and customers, with a reduced ability to serve clients, as well as reduced competitiveness and productivity (Manpower, 2014).

The Iowa Department of Education also expresses the urgency for soft skill development by outlining the 21st Century Skills that include such things as employability skills and civic literacy. These employability skills and civic literacy skills tie directly to *The 7 Habits of Highly Effective People* and the soft skill deficit noted above.

Our business partners include:

AEA 267
Black Hawk County Gaming Association
CBE Companies
Community Foundation of Northeast Iowa
CUNA Mutual Group

Greater Cedar Valley Alliance & Chamber
The Honda Foundation
Land O' Lakes
MidAmerican Energy
Veridian Credit Union

7 HABITS OF HIGHLY EFFECTIVE PEOPLE	IOWA CORE CURRICULUM	21 ST CENTURY LIFE SKILLS (SOFT SKILLS)
HABITS 1-3 (Independence) 1. Be Proactive 2. Begin with the End in Mind 3. Put First Things First	<ul style="list-style-type: none"> • Employability Skills • Financial Literacy 	<ul style="list-style-type: none"> • Initiative • Decision making • Responsibility • Self-confidence • Vision/Planning • Goal setting • Integrity • Organization • Time management • Self-direction
HABITS 4-6 (Interdependence) 4. Think Win-Win 5. Seek First to Understand, Then to be Understood 6. Synergize	<ul style="list-style-type: none"> • Civic Literacy • Employability Skills • Technology Skills 	<ul style="list-style-type: none"> • Conflict management • Collaborative work • Ethics • Manners • Listening skills • Speaking skills • Respect • Teamwork • Problem Solving • Creativity • Analytical skills • Valuing diversity • Understanding other perspectives • Flexibility • Social responsibility • Critical thinking
HABIT 7 (Continuous improvement) 7. Sharpen the Saw – Body, Heart, Mind, Spirit	<ul style="list-style-type: none"> • Health Literacy 	<ul style="list-style-type: none"> • Physical fitness • Hygiene • Emotional Stability • Meaningful work • Fun • Decision Making • Life-long learning • Technical skills • Self-discipline

Cedar Valley Businesses support the leadership work in our pre-K-12 schools in a number of ways. Because they see *Leader in Me* as a long-range investment into their future talent pool, they are eager to partner with our schools. Many business representatives volunteer their time to share their own gifts and talents with *Leader in Me* students, especially as students apply and accept leadership roles that require certain skill sets. Others volunteer their time in schools with specific projects or attend community leadership events. We also have students visit various work sites to understand the real world implication of the valuable skills they are learning or to provide presentations to the employees of companies. Another significant contribution by businesses is financial in nature, which helps to support the implementation and materials needed by *Leader in Me* schools.

TYPICAL RESULTS

According to FranklinCovey researcher Dr. David Hatch, “Because of the foundational role that *The 7 Habits of Highly Effective People* play in the school transformation process, significant impacts are also being reported relative to students learning life skills deemed vital for successfully navigating the 21st century. As the culture improves and students gain effective life skills, then research suggest that there should be a concurrent bump in student achievement.”

Typical results after one year of full *Leader in Me* implementation include:

- Improved attendance
- Reduced discipline problems
- Increased student engagement
- Increased student responsibility
- Increased student self-confidence
- Increased teacher engagement and satisfaction
- Enhanced parent involvement and satisfaction

CHANGE THEORY

Change theory suggests that transformation within a school culture is complex, just as it is within various business settings. Key insights related to the change process in *Leader in Me* school cultures include:

- **Change is a process, not an event-** Impactful and lasting change takes time and occurs in steps. In education, most complex innovations take between 3 to 5 years to implement with fidelity. If major results occur within as little time as a year, it may be by chance or due to things unrelated to the innovation itself. (Fullan, 2006; Hall & Hord, 2001; Hall & Hord, 2011; McKinsey & Company, 2003). We anticipate that it will take a minimum of three years to fully implement *Leader in Me* in each school.
- **An implementation dip is normal-** With any change, the initial road can be bumpy and the realization that implementation may be harder than thought sets in. This is to be expected. New skills and understanding have a learning curve, which requires a focus on capacity building (Fullan, 2011). Many of our *Leader in Me* schools have experienced this implementation dip following an energizing start, but then over time regain momentum.
- **An organization does not change until the individuals within the organization change-** Fidelity of implementation is dependent upon the individuals comprising an organization. Capacity building is a fundamental aspect of helping individual change and implementing with fidelity. A balance between pressure and support is ideal (Fullan, 2006; McKinsey & Company, 2003). We strive to help our educators understand the importance of their buy-in, practice, and fidelity as a foundational element for success with implementation.
- **Taking intentional and actionable steps increase the likelihood of quality and impactful implementation-** We have identified many successful supports and key steps that our most effective *Leader in Me* schools can take to propel their implementation forward (Hall & Hord, 2011; McKinsey & Company, 2003). Leader Valley has committed to providing ongoing support to schools to weather the storm of change. Such support includes timely training, coaching, sharing best practices, school visits, mini booster shot trainings, Synergy Sessions, and self-evaluation tools.
- **Administrative leadership is essential-** Although a combination of bottom up and top down change is likely ideal, an essential element of change in a school culture is the support by the building administrators (Hall & Hord, 2001; McKinsey & Company, 2002). Building leaders are imperative for helping professionals feel inspired, creating opportunities for collaboration, and providing the ongoing supports needed (Hall & Hord, 2011; McKinsey & Company, 2012). It is important to note that many of our schools experience a change in building level leadership regularly, thereby impacting the ebb and flow of implementation.
- **A sustainability model is crucial-** A model supporting sustainability is essential for this critical work to be effective. Key aspects of sustainability related to *Leader in Me* include, but are not limited to, a long-range budget and funding mechanisms to support school implementation and an endowment, business and higher education partnerships with schools, key program staff for ongoing support to schools, district level support for building level work, and a ubiquitous infusion of leadership into all aspects of the school culture (Hall & Hord, 2011).

LOGIC MODEL

This logic model describes the sequence of actions related to *Leader in Me*, and more specifically how the investments toward *Leader in Me* ties to the results in the Cedar Valley.



SITUATION

- Cedar Valley talent pool lacks soft skills



PRIORITIES

- Business investment
- Soft skills, leadership, communication and social skills development
- Pre-K-12 schools, higher education



INPUTS

- Communication campaigns
- Partnerships (higher education, business, FranklinCovey)
- Leader Valley resources (Greater Cedar Valley Alliance & Chamber, investors)
- Facilitation and training
- Readiness model



OUTPUTS

- Activities
- Events (trainings, presentations, special events, higher ed events)
- Communications campaign
- Capital campaign
- Audiences (educators, students, higher ed students, non-profits, businesses, families)



ENABLING OUTCOMES

- Paradigm shift
- Inside-out model
- Common language
- Ubiquitous implementation



ULTIMATE OUTCOMES

- Students possess soft skills that increase their effectiveness as students and ultimately for life
- Cedar Valley talent pool strengthened



ASSUMPTIONS

- Hatch Article findings are generalizable

CEDAR VALLEY'S PROMISING RESULTS

The following section highlights the promising results noted in Leader Valley *Leader in Me* schools. These results will be broken down into the following categories: (1) Fidelity of Implementation, (2) School Culture Data, (3) Culture Case Study, (4) Academic Data, and (5) Student Survey Data. Lastly, because we know that not everything that is worthwhile in our schools can be quantitatively assessed, testimonials illustrating the impact of *Leader in Me* are also provided following the quantitative data.

Description of Data Collected

- Data collected reflects a growth from the year prior to *Leader in Me* implementation (baseline) to the 2013-2014 school year. Because this report reflects baseline data, it is important to acknowledge that true comparative and statistical measures would be premature.
- The schools in this report reflect a staggered implementation start, as well as significant difference in terms of how they move through the implementation process.
- It is important to note the span from the baseline year to 2013-2014 varies dependent upon how long a school has been implementing *Leader in Me*. Within that span from baseline to 2013-2014 school year, there may be slight regressions or increases from year to year, but overall, this report reflects trends over a period of time.
- Data collected only reflects schools that have been implementing for a minimum of one year.
- Not all Leader Valley schools had all data available in each results category at the time interim report was written. The number of schools reported are reflected in each results section.
- *Leader in Me* trainings are segmented by Year 1 and Year 2, according to FranklinCovey. Year 1 trainings center on the transformation of the school culture, while Year 2 centers on the infusion of leadership into academic initiatives. It is important to note that Year 1 training can actually occur over multiple school or calendar years.
- Some testimonials have been de-identified due to the nature in which they were gathered by a third-party consultant.
- This report will be updated annually.

(1) Fidelity of Implementation

Fidelity of implementation with *Leader in Me* is key to the successful integration of leadership into the school culture. It is logical to believe that when ubiquitous integration of leadership takes place at the school, it will be reflected in measurable and anecdotal results. It is also logical to believe when a strong feedback loop is utilized, with regard to gathering data, setting goals, training, implementation, and evaluating, impact is not taken for granted, but is enhanced because of intentionality.

There are two main aspects when considering fidelity of implementation- integration into the entire school culture and an integrated tie to academic initiatives and efforts. When considering fidelity of implementation at both the school culture and academic levels, it is important to further reflect on six main ingredients related to both culture and academics, which include modeling and relationships, physical environment, operational systems, curriculum, instruction,

and traditions. For our parochial leadership schools, we also consider faith as a seventh key ingredient for ubiquitous implementation.

Within each of these key ingredients, the high-leverage activities that effective *Leader in Me* schools engage in were outlined. Representatives from the pilot schools were asked to determine where they believed their school was in one of four categories related to each of these high-leverage activities (See Appendix A).

These four rating categories included:

- 0- Not started
- 1- Emerge- This reflects the initial stages of implementation for a given activity.
- 2- Engage- This reflects moderate levels of implementation for a given activity.
- 3- Embrace- This reflects full implementation for a given activity.

While not all of the growth signified in these results can be attributed to the *Leader in Me* as part of the improved school culture, the building leaders and staff tend to agree that the establishment of the leadership culture, coupled with a growing enthusiasm for learning and leading, and the application of The 7 *Habits* with staff and students, were very significant in the improved results of this culture and climate survey. The findings in this case study are indicative of many *Leader in Me* school cultures.

To gauge where Leader Valley *Leader in Me* Schools are with this process, a pilot study was conducted with four schools in May 2014. The pilot study was conducted to both provide baseline data regarding implementation, as well as to provide guidance for improvement on the fidelity tool itself. FranklinCovey Education Area Director, Dustin Odham, also provided feedback on the tool and changes were made. Each *Leader in Me* school in the Cedar Valley will utilize this tool as a means for measuring their growth internally and to celebrate their successes, but also to drive their next implementation steps. The following results from the pilot survey are summarized on the following page.

School Culture
MODELING- LANGUAGE

Baseline data regarding the modeling of leadership language indicates that 75% of the schools designated themselves at the embrace level of implementation. 25% designated themselves at the engage level. Of the schools indicating that they were at the embrace level, one cited evidence of that level as, “*Leader in Me* language is used in discipline paperwork, newsletters, conferences, connected calls, etc.” Another indicated that, “[*Leader in Me* is infused into] materials going home to parents...” as evidence of the embrace level. A school that was at the engage level indicated next steps involved infusing *Leader in Me* into the curriculum on a more consistent basis. Further evidence of both levels (engage and embrace) was found in testimonials from a parent and community member.

As a parent, I love that at school my daughters are being taught/trained to follow the 7 Habits in their choices and decision making. I also really love that it gives me the words to use to help bring them back to the concept at home and apply it.

*The most powerful moment came to me when I attended an exit interview with a sixth grade young man at one of our *Leader in Me* schools. I said to him, ‘Okay, tell me what you have learned the last couple of years about *Leader in Me*, yourself, and leadership that you are going to take with you.’ He thought for a minute and said, ‘Well I need to always seek first to understand.’ And I said, ‘What does that mean?’ And he said, ‘You know sometimes you disagree with other people, but you need to step back and you just need to listen to them. I have become a much better listener.’ And then he used the word, ‘empathy’. It touched my heart.*

MODELING- MISSION STATEMENT

Baseline data regarding student leadership roles indicated that 50% of the schools designated themselves at the engage level of implementation related to mission statements. An additional 25% reflected they are just emerging and 25% reflected they have fully embraced mission statements. The schools all reflected an effort to increase the presence and familiarity of mission statements at three levels:

- 1. Individual personal mission statement
- 2. Classroom mission statements
- 3. School-wide mission statements

SYSTEMS- STUDENT LEADERSHIP ROLES

Baseline data regarding student leadership roles indicated that 75% of the schools designated themselves as engage or embrace level of implementation. 25% designated themselves at the emerge level. Of the schools at the engage or embrace level, evidence of student leadership roles was described as “We have school-wide leadership roles in grades 3-5”, “All schools have classroom level leadership roles”, and that “School leadership roles are open to all students”.

It was exciting to watch one of my students mature and become more confident as the year progressed last year. He was a Morning Announcement Leader, worked with younger students with math, helped at recess, was in charge of one of the habits activities at our Leadership Night, and was always someone I could count on to be a leader in our classroom. The interesting thing about all of this is that many of the people that knew him before last year (including his parents) commented to me about the change in him. I did not know that he had changed! He took leadership to heart! – Wendy Korte, Southdale Elementary Teacher

SYSTEMS- PARENT LIGHTHOUSE TEAM

Baseline data regarding Parent Lighthouse Team and engagement reflected that 100% of schools are in the emerge level. This is expected, as a parent lighthouse team typically evolves within or after the third year of implementation. All four schools are just beginning or have entered their second year of implementation. All four schools have parent engagement as a goal for the 2014-2015 school year.

SYSTEMS- PROFESSIONAL DEVELOPMENT

Baseline data regarding the infusion of *Leader in Me* into the professional development indicated that 75% of schools are in the engage level of implementation and 25% are in the embrace level. As one school indicated, “*Leader in Me* is a part of our regular professional development”. Another school reflected that they utilize “students to lead activities and help with our 7 Habits renewal.”

Leader in Me always leans to what we can do with students, but it also gives us time to focus on ourselves as an individual. – Orange Elementary Teacher

SYSTEMS- NEW STAFF ORIENTATION

Baseline data regarding the infusion of *Leader in Me* into the new staff orientation indicated that 75% of schools are



in the engage level of implementation and 25% are in the embrace level. At all of the schools, all new teachers are trained in The 7 Habits. 50% of the schools indicated next steps will be to establish leadership mentors for the new teachers as a way of integrating them into the leadership culture of their school.

SYSTEMS- LEADERSHIP EVENTS

Baseline data regarding leadership events reflected that 100% of schools have hosted leadership events in their schools. However, 50% of schools reflected they are at the embrace level of implementation, and 25% are at the emerge or engage level of implementation. One of the embrace-level schools said, “The leadership event was planned by students and supported by adults.” All of the schools are incorporating a higher level of student involvement into the planning and execution of the leadership events.

During our leadership day I had the chance to work with 4th graders. They were empowered to lead the classes that visited them through Habit 7. In our planning periods, the students asked great questions and were super excited to be the teachers. It was an incredible experience. They did a fantastic job! I heard from many students that having student leaders helped them understand the habits in a deeper way. —Meghan Meyer, Lincoln Elementary Teacher

ENVIRONMENT

Baseline data regarding the infusion of leadership into the school environment indicated that 75% of schools are in the embrace level of implementation and 25% are in the engage level. As evidence, one school stated, “We have posters, displays, and student leadership artwork”. Another school indicated they have a “Leader in the Know Wall” and “See the Greatness in Me” displays.

For the schools that have Leader in Me, you can just feel a difference walking into the building. There is just a general positive atmosphere that you can feel in the buildings that have Leader in Me. —Mike Young, Waterloo School Board President

TRADITIONS- GENERAL

Baseline data regarding the infusion of leadership into school traditions indicated that 75% of schools are in the embrace level of implementation and 25% of schools have not started the infusion yet. As evidence, one school embracing the infusion of traditions stated, “We are working to incorporate leadership more, including in the 6th grade orientation, on buses, and at assemblies.”

TRADITIONS- FAMILY

Baseline data regarding the infusion of leadership into family events indicated that 75% of schools are in the engage level of implementation and 25% of schools are in the emerge level of implementation. As one school engaged in this work indicated, “We are working to educate families about *Leader in Me*”, while another said “We are incorporating it into our family events.”

FAITH (As applicable for faith-based schools)

Only one school who piloted this rubric was a faith-based school and they indicated they were in the embrace level of infusing leadership into faith. As evidence, this school indicated, “Faith and leadership is our 8th Habit- to lead by our faith.”



Academics

SYSTEMS- STUDENT-LED CONFERENCES

Baseline data regarding the implementation of Student-Led Conferences indicated that 75% of the schools identified themselves in the engage level of implementation and that 25% are in the embrace level of implementation. All of the schools piloted Student-Led Conferences to some degree and expect that all students will be engaged in Student-Led Conferences throughout the 2014-2015 school year.

My team of students piloted Student Led Conferences last spring. There was much apprehension from students, parents and teachers for a variety of reasons prior to conferences. Never before have I witnessed such leadership, responsibility, and pride in my students. Through this leadership achievement, students were able to showcase their successes and identify academic and leadership goals by sharing their leadership binders with parents. The level of ownership and responsibility was inspiring. I am looking forward to having our entire school experience Student Led Conferences in the upcoming school year. – Mary Loomer, Hoover Middle School Teacher

SYSTEMS- LEADERSHIP NOTEBOOKS

Baseline data indicates that 75% of schools identified themselves at the engage level of implementation related to leadership notebooks, while 25% just started the process. All schools have the leadership notebooks as a Wildly Important Goal (WIG) for the 2014-2015 school

year. One school reflected they will be “utilized more consistently once we help teachers understand the use of them.”

CURRICULUM & INSTRUCTION- INFUSION

Baseline data regarding the infusion of leadership into curriculum and instruction indicated that 75% of the schools identified themselves in the engage level of implementation and that 25% are in the emerge level of implementation. As one cited, “Our teachers have been getting creative with infusing leadership concepts into the curriculum, including math, reading, social studies, and science.”

Leader in Me does not isolate itself in terms of here’s behavior and here’s academics. I think the interface between the two is so genuine and so pure. It’s virtually a very easy thing to do to integrate that into lessons. – Dr. Terri Lasswell, University of Northern Iowa

CURRICULUM & INSTRUCTION- LEADER IN ME ONLINE USAGE

Baseline data regarding the use of *Leader in Me* Online indicated that 50% of the schools identified themselves in the engage level of implementation and that 50% are in the emerge level of implementation. As one school in the engaged level of implementation cited, “We are beginning to see more staff using *Leader in Me* online.”

CURRICULUM & INSTRUCTION- LEADERSHIP TOOLS AND FACILITATION

Baseline data regarding the use of leadership tools indicated that 25% of schools have not initiated use, while 25% of the schools identified themselves in the emerge level of implementation and that 50% are in the engage level of implementation.

(2) School Cultural Data

To assess the impact on school culture of *Leader in Me* schools, many data points were collected. These include:

DEMOGRAPHICS

11 *Leader in Me* schools were reflected in the following demographic data. The demographic data includes racial and ethnic minority, free and reduced lunch, special education, and English language learners who have implemented for at least a full year. The breakdown is as follows:

- **Racial and Ethnic Minorities**- The percentages of racial and ethnic minorities ranged from 11% to 92% of the total school population.
- **Free and Reduced Lunch**- The percentages of students receiving free and reduced lunches ranged from 14.5% to 92% of the total school population in *Leader in Me* buildings.
- **Special Education**- The percentages of students receiving special education services in *Leader in Me* buildings ranged from 10% to 23% of the total school population.
- **English Language Learners**- The percentages of students identified as English Language Learners ranged from 2% to 15% of the total school population in *Leader in Me* buildings.

CHRONIC ABSENTEEISM

7 *Leader in Me* schools were reflected in the following chronic absenteeism data. Chronic absenteeism is defined as students who miss more than 18 days per school year. 5 of 7 (71%) schools improved the number of students who were chronically absent. Comparative data from non-*Leader in Me* schools was not available for this interim report.

DISCIPLINE REFERRALS

7 *Leader in Me* schools were reflected in the following disciplinary data. Includes the tracking of three tiers of major discipline referrals to the office. Tier 1 referrals include 0-1 major incidents per student, while Tier 2 includes 2-5 major incidents and Tier 3 includes 6 or more major incidents.

- 4 of 7 (57%) schools reported fewer Tier 1 and Tier 2 disciplinary referrals
- Of the 4 schools with improved Tier 1 and 2 disciplinary referrals, there was an average of 34 less Tier 2 incidents and an average of 10 less Tier 1 incidents
- 3 of 7 (43%) schools reported fewer Tier 3 disciplinary referrals
- Of the 3 schools with improved Tier 3 disciplinary referrals, there was an average of 16 less incidents

BULLYING AND HARASSMENT

7 *Leader in Me* schools were reflected in the following bullying/harassment data. Includes investigated and documented cases of bullying and harassment incidents. 4 of 7 (57%) schools reported reduced incidents of bullying and harassment, while 1 of the 7 (14%) schools reported

the same number of incidents. No comparative data from non-*Leader in Me* schools was available for this interim report.

(3) School Culture Case Study

One Leader Valley Middle School served as a case study for this report. During the 2013-2014 school year, this middle school reflected a student population of 830 students as well as 80 certified teachers and support staff. The school reflected diversity with 29% ethnic minority populations and 19 different languages or dialects spoken by students. The free and reduced lunch rate sat at 47% at this middle school.

This school released their climate and culture data from both mid-year results and end of year results after one year of *Leader in Me* implementation. All staff were asked to complete a survey mid-year, as well as one at the end of the 2013-2014 school year. The mid-year results from building staff indicated the following during the 2013-2014 school year:

- **85% of staff believed their climate and culture supports the potential for all students.**
- **94% of staff reported that they enjoy coming to work.**
- **98% of staff believed all students can be leaders.**

When comparing 2012-2013 year end culture data to 2013-2014 year end data, the staff in this building indicated significant growth in all areas, but most noteworthy include:

- **Open respectful communication among staff increased from 21% to 79%.**
- **A clear vision for the school increased from 28% to 96%.**
- **Effective handling of disciplinary issues increased from 49% to 86%.**
- **Staff believed there are high expectations for ALL students increased from 23% to 95%.**

(4) Academic Data

Leader in Me is not an initiative focused directly on providing reading or math strategies. Rather, *Leader in Me* is about improving the school culture, inspiring educators to have a paradigm shift, and engaging students in their learning through leadership. *Leader in Me* is meant to complement the many academic initiatives at the school. That said, many of our schools have seen growth academically across the board since implementing *Leader in Me*. It is important to note that schools with lower proficiencies have the opportunity to show a higher percentage of growth than schools with already higher proficiencies.

IOWA ASSESSMENT PROFICIENCIES

Reading

- 8 of 11 (73%) of *Leader in Me* schools improved in reading proficiency since their baseline year.
- Average growth of those 8 schools was 7.6%.
- Of the three schools that did not show improvement in reading proficiency, they regressed an average of 2.3%.
- Of the 8 schools that improved in reading, the average free and reduced lunch rate was 55%. Of the 4 schools with the highest free and reduced populations ranging from 65-92%, they averaged 7% growth in reading proficiency.
- Of the 2 schools with the highest ethnic minority populations ranging from 79% to 92% of the total school population, they averaged 10% growth in reading proficiency.

Math

- 7 of 11 (64%) of *Leader in Me* schools improved in math proficiency since their baseline year.
- Average growth of those 7 schools was 5.9%.
- Of the 4 schools that did not show improvement in math proficiency, they regressed 1.25% on average.
- Of the 7 schools improving in math proficiency, the average free and reduced lunch rate was 53%. Of the 4 schools with the highest free and reduced populations ranging from 47-88%, they averaged 7% growth in math proficiency.
- Of the 2 schools with the highest ethnic minority populations ranging from 49% to 79% of the total school population, they averaged 11.5% growth in math proficiency.

Science

- 6 of 11 (55%) of *Leader in Me* schools improved in science proficiency since their baseline year.
- Average growth of those 6 schools was 5.5% .
- Of the 5 schools that did not show improvement in science proficiency, they regressed an average of 3.4% .
- Of the 6 schools improving in science proficiency, the average free and reduced lunch rate was 58%. Of the 4 schools with the highest free and reduced populations ranging from 47% to 92%, they averaged 8% growth in science proficiency.
- Of the 2 schools with the highest ethnic minority populations ranging from 88% to 92% of the total school population, they averaged 12% growth in science proficiency.

IOWA ASSESSMENT NATIONAL STANDARD COMPOSITE SCORES

The NSS Composite Scores are a reflection of the average National Standard Scores in the areas of reading, mathematics, and science. One *Leader in Me* school tracked three years of NSS Composite Scores and observed that the highest average NSS composite scores occurred after one full year of implementation of *Leader in Me*. 6th graders grew on average by 5%, 7th grade by 3% and 8th grade by 2% for reading, math, and science.

(5) Student Survey Data

Three *Leader in Me* schools in the Cedar Valley participated in FranklinCovey's pilot student survey, with a total of 271 students in grades 4-6 participating. All questions were scored 1 through 5. The following findings reflect a mean score of 4.0 or higher indicating students self-reporting a high degree of understanding and application of *The 7 Habits of Highly Effective People*.

Habit 1- I am in charge of doing well in school. (M=4.73)
Habit 2- I can become what I want in life. It is up to me. (M=4.69)
Habit 2- I think about what I want to be and what I want to do when I grow up. (M=4.13)
Habit 2- I have a personal goal to improve a talent or skill. (M=4.10)
Habit 4- I ask friends what they want to do instead of only doing what I want. (M=4.07)

Habit 5- I listen to my teacher's directions or instructions before starting a task. (M= 4.47)
Habit 5- When a friend is having a problem, I listen first instead of talking first. (M= 4.36)
Habit 6- It is fun working with other people. (M= 4.27)
Habit 7- I care about being healthy. (M=4.74)
Habit 7- I do physical activities every day. (M=4.52)
Habit 7- I enjoy family traditions. (M= 4.51)

TESTIMONIALS

The following testimonials about *Leader in Me* and Leader Valley were collected in various ways starting during the 2013-2014 school year. Some were submitted in written format, some were captured from video interviews, and some were collected by third-party consultants. Those testimonials collected from third-party consultants were de-identified to keep the respondents confidential.

WHAT CEDAR VALLEY STUDENTS ARE SAYING

The 7 Habits just makes sense. —Leader Valley 7th Grader

Everyone has a leader in themselves, but Leader in Me helps to discover it —Imana, Hoover Middle School Student

My goal was to be a leader in class. One of my other goals is to have over the top work in class and I have reached all my goals. —Fred Becker Elementary Student

I like Leader in Me because parents can see what kids do as a leader. It is important because it teaches us how to take care of things and ourselves and be more helpful. —Southdale 4th Grade Leader

WHAT CEDAR VALLEY PARENTS ARE SAYING

Leader in Me provides our children with a tangible, actionable process to improve those soft skills- such as collaboration, problem solving, creativity, and time management in a way they can articulate and understand. Our mission at the Cedar Falls Schools is to educate students to be lifelong learners and caring, responsible citizens. Leader in Me is a great complement to our efforts to reach that goal. —Jenny Leeper, Cedar Falls Parent and School Board Member

I don't know what has gotten into my son. All of a sudden he has an interest in goal setting and tracking his progress on those goals. — Cedar Falls Parent

These seven habits are things that many adults struggle with at times- myself included. There is an equal number of adults who don't even know these habits exist. The earlier we can make them a natural part of life for our kids the better, it will stick with them for life. I believe they are crucial for personal health and happiness in life, as well as a success in whatever profession a person should choose. —Michaela Vandersee, Orange Elementary Parent

WHAT CEDAR VALLEY EDUCATORS ARE SAYING

We would be negligent not to move forward with Leader in Me in our school, not to have the kind of energy that a leadership culture creates, and not to provide all students with the opportunity to cultivate their strengths. —Amber Dietz, Kingsley Elementary Principal

Leader in Me is making a difference! The critical components are being assimilated into the climate and culture of each school. It would be difficult to foresee a time when the 7 Habits were not helping children and staff for years to come. It teaches educators new ways to engage students and become responsible for their success. It creates self-confidence in students at a time when students are most impressionable. This allows students to be more successful in school and outside of school. These skills will stick with them throughout their lives. —Dr. Jane Lindaman, Waterloo Community Schools Superintendent

I have taught in my building for over 25 years. The impact the Leader in Me way of life has made in just one year is phenomenal. We have become a family community where students and staff work together. Student achievement has improved as evidenced in our spring test results and students seeking opportunities for leadership. Many students who have never viewed themselves as leaders have embraced building and classroom leadership roles and experienced success and pride in their contributions. Several visitors who came into our school this past year have commented on the positive "feel" and evidence of student leadership impact. —Mary Loomer, Hoover

For the teachers it really has been an investment in them because the concept is if they have the 7 Habits, use the 7 Habits, and personalize the 7 Habits, and are models for that and use it in their daily life, then that will become a part of the school culture because it is the part of who they are. —Teri Trask, Orange Elementary Principal

It creates an environment in which we have learned to pull out the leader in all our students. I have watched some of the most challenging students turn into positive role models. — Liz Crowley, Lou Henry Principal

We talk about trying to prepare our students for college, career, and citizenship. Leader in Me really helps out in all three areas in that it can provide more of a basis, some of the soft skills, some of the employability skills, and some of the grit and determination that we like to see in our students. Whether it is college, career, and citizenship, Leader in Me is a major ingredient in the recipe. —Mike Young, Waterloo Community Schools Board Member

The Leader in Me reminds us what we are working towards. We describe it as bricks, the bricks to the academic rigor but the mortar of this is the Leader in Me process as we teach kids the important soft skills, the character skills, employability skills. They are going to take all the skills to be successful beyond the classroom doors. — Mike Fisher, Hoover Middle School Principal

Leader in Me just feels different. It is not just something we do to kids. This is a way of life, way of thinking, it starts with when they come in and train our staff, it starts with us, it is how we are going to change our lives to model leadership. Not all the time do teachers think about themselves as leaders because it changes that paradigm of what a leader is and that we all can lead in different ways. It is different than it has ever been before. —Andrea Christopher, Orchard Hill Elementary Principal

They say, "Listen first then be heard," and it teaches kids to look at somebody in the eye when they're talking to them and just making them better overall people with manners and with objectives and goals. Now, I'm just totally sold on Leader in Me. I just think it's a wonderful asset. I wish every school in our community would do it but it's a slow process.

—Sue Flynn, Waterloo Community Schools Board Member

One of the biggest things we have seen is that our kids are very confident. They are very proud of themselves.

—Jen Hartman, North Cedar Principal

WHAT HIGHER EDUCATION LEADERS ARE SAYING

When I have seen Leader in Me students at events, they're warm and affirming and they greet you and they shake your hand, and smile at you in an affirming way. Those are skill sets that some adults don't even have. —Dr. Dwight C. Watson, University of Northern Iowa

Leader in Me is a framework that no matter what your age, it connects you to a decision making process. We've seen kindergarteners use it. We've seen college student use it. We've seen instructors, principals, business people use the 7 Habits to really center themselves. It can center you and give you a logical step-by-step process. —Dr. Terri Lasswell, University of Northern Iowa

Leader in Me isn't necessarily a program. It is a way of thinking, a way of being, and a way of doing. This is a way of a gentle, kinder, and more caring environment within the schools. So if we can perpetuate the true 7 Habits, the learning has got to increase. Children will feel safer. They're going to be more risk-takers. They'll want to be more collaborative. They're going to want to help each other and think win-win. They're going to put first things first. It's just a really good way of being. —Dr. Victoria Robinson, University of Northern Iowa

[Leader in Me students] are always very personable, very confident. They speak up. They look you in the eye. They seem very excited to share what they are doing with other people – with adults and other children. Their enthusiasm is always very obvious. I have heard some do public speaking engagements that were just amazing. —Dr. Jane Bradley, Hawkeye Community College

WHAT CEDAR VALLEY BUSINESS LEADERS ARE SAYING

The thing that jumps out at me is the fact that kids stand a little taller. They have that eye contact with whoever they're greeting or meeting. They extend their hand and introduce themselves. They ask you how your day is going. They introduce who they are and ask who you are. It's a politeness thing that I don't see when I walk into my children's school. —Kim Fettekether, Veridian Credit Union

Leader in Me is an approach to life. The first three habits really look at developing character. The second three are about developing relationships. The last habit is about leading a balanced life. If you can learn and have those lessons before you're 18, think about the advantage it could give you for the rest of our life. I wasn't exposed to a lot of these concepts until I was much older in my life and it's like having a 10-year advantage. —Mary Driscoll, CUNA Mutual

With the help of the Alliance and Chamber, we are seeing the value between the school system and the business world. Our businesses are seeing that if we can invest in our children at a young age, it's going to be the workforce we need in the future. — Cedar Valley Business Leader

Leader in Me allows children to recognize the strengths that they have internally that aren't typically brought out in a school setting. It focuses on interacting with other people, working collaboratively. I think it's unique to education that we focus on those kinds of skills. Educators are educating the whole child. —Frank Darrah, Cedar Falls City Council

[Leader in Me] is helping to shape business leaders for tomorrow. These are the people we will be hiring in ten, fifteen years. They have to have a certain level of education, certain level of knowledge, absolutely- but to teach these soft skills, that's what the Leader Valley will help these students to understand and create future employees for us. —Jim Denholm, CUNA Mutual

The 7 Habits just makes sense.

—Leader Valley 7th Grader

Leader in Me provides and prepares students to be leaders, stronger decision-makers, stronger in their tenets of Covey's work, and to be more proactive. This is a process to becoming a better individual with lifelong skills. —Cedar Valley Business Leader

Leader in Me has the potential to brand the Cedar Valley as a very special place. —Cedar Valley Business Leader

You can see it in the confidence of the children, even as you enter a building. They look you in the eye, they shake your hands firmly, and they seem to have enthusiasm. It's things like that when we're out in the business world, we should all be doing when we greet people. We're realizing that the soft skills are almost more important than the other skills that people have. You can learn about physics, and math, and engineering. But to be successful you have to work with others, and learn others, and apply your own skills to that. Teamwork and getting along with others is more important today than ever before. —Dave Vandeventer, Cedar Valley Business Leader

There is nothing more crucial than preparing our students for life- not just the next grade level. Leader in Me teaches the habits of effectiveness, celebrates the gifts and talents of students, and provides authentic opportunities to learn about leadership and lead. —Melissa Reade, Leader Valley Director

It's what we do. We coach new employees around these concepts. It's important for our future that our kids understand leadership. —Cedar Valley Business Leader

We need to be sure we are investing in children and the community to make sure it's a strong vibrant place. It's important for us to attract and retain talented people. —Cedar Valley Business Leader

What we are trying to do with Leader Valley and Leader in Me is to build a stronger, more capable workforce to fuel more economic growth, business growth in the Cedar Valley economic area. —Steve Dust, Greater Cedar Valley Alliance & Chamber

The benefits for the community are amazing. We are helping to get students ready to be prepared for the workforce, and to know what they need to do, what's expected of them. There are just certain social skills that we struggle with as employers in the Cedar Valley, and you can't teach those. There are some things that they really need to have ingrained in them [prior to adulthood]. They'll have those built-in. —Crystal Buzza, Director of Strategic Relations, Waterloo Schools.

[Leader in Me] absolutely helps tool kids with the competencies around leadership and self-awareness and uncovering their true potential. It's done in a disciplined way, developing patterns that will stay with them for life. It will benefit not only that child, but the community. —Cedar Valley Business Leader

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LINKS

- Leader in Me: At Work in our Schools Video- <http://vimeo.com/studio5mudd/review/112224439/9bdaa3a0bc>
- Leader in Me Impact Video- Student Vignettes- <http://vimeo.com/studio5mudd/review/114345541/d413cce093>
- Link to the Iowa Core Curriculum 21st Century Skills- https://www.educateiowa.gov/sites/files/ed/documents/K-12_21stCentSkills_0.pdf
- To read more about Dr. Hatch's research, please visit these three links-
- (2014) http://www.theleaderinme.org/uploads/Documents/results/Promising%20Results_093014.pdf
- (2012) <https://drive.google.com/file/d/0BzQuJMWVEB6nbHFGbFJJamMwRGs/edit>
- (2011) <http://hrca.osceola.k12.fl.us/documents/LeaderInMeFramework.pdf>
- Additional information about the impact of *Leader in Me* within 68 schools is available at (2013)
- http://www.theleaderinme.org/uploads/Documents/results/Funders_Report_2013_I_Am_A_Leader_Foundation.pdf



For More Information about Leader Valley,
please visit: www.leadervalley.org.

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