

Leader in Me positively impacts student behavior.

<p>Dr. Humphries, Dr. Cobia, & Dr. Ennis - Samford University (2015) <i>Perceptions of the Leader in Me Process in Regard to Student Discipline</i></p>	<p>“Integrating <i>The 7 Habits of Highly Effective People</i> schoolwide increases the likelihood of reduced student discipline in schools.”</p>	
<p>Dr. S. Schilling - University of Michigan (2018) <i>A Quasi-Experimental Study of the Effect of the Leader in Me School Intervention on Discipline Incidents in Florida Schools</i></p>	<p>22.84% improvement in student behavior was found in a statewide analysis of Florida <i>Leader in Me</i> Schools compared to matched controls.</p>	
<p>Dr. B. Bryant - Capella University (2017) <i>The experiences of educators applying the Leader in Me initiative to their classrooms</i></p>	<p>“[Teachers] indicated that with the utilization of the <i>Leader in Me</i> initiative, they have more time to plan and create learning experiences for their students versus dealing with disciplinary issues.”</p>	
<p>Dr. M. White - University of Michigan (2018) <i>A Quasi-Experimental Study of the Effect of the Leader in Me on Attendance and Discipline in Missouri Schools</i></p>	<p>42% fewer discipline incidences than expected in a statewide sample of <i>Leader In Me</i> schools based on their pre-<i>LiM</i> trajectory.</p>	
<p>Dr. C. Tidd - Walden University (2016) <i>Staff Perceptions of the Effect of the Leader in Me on Student Motivation and Peer Relationships in Elementary School</i></p>	<p>“Administrators at all three schools reported incidences of being called out to handle disputes between students only to arrive upon the scene to find students problem solving and working through the issue themselves using habit language.”</p>	
<p>Dr. C. Ishola - Benedictine University (2016) <i>Key Life Lessons: Learning to Lead Self and Others in Primary School</i></p>	<p>31% overall decrease in elementary behavior incidents within a year of teaching the <i>LiM</i> program, continued decrease the following two years of the study.</p>	<p>88% overall decrease in junior high behavior incidents once filled with students who had experienced <i>LiM</i> in elementary school.</p>
<p>Dr. Evans - Virginia Commonwealth U (2014) <i>Making leaders: Examining how elementary school students develop an understanding of leadership and show emerging leadership tendencies</i></p>	<p>“The emphasis on making better choices may have caused less bullying.”</p>	
<p>Dr. K. Cummins - University of Louisiana at Lafayette (2015) <i>A Mixed Methods Study on the Leader in Me Process: How Does Fostering Student Leadership Capacity Influence Behavior, Efficacy, and Achievement?</i></p>	<p>23% overall decrease in disciplinary issues over the first five years implementing <i>LiM</i>.</p>	

Leader in Me produces academic results.

<p>Dr. Dethlefs, Dr. Green, Dr. Molapo, Dr. Opsa, & Yang, M.A. - University of Northern Iowa (2017)</p> <p>Leadership, Goal Setting, and Self-Regulation: An Action Research Study</p>	<p>“Follow-up 9th grade data show that... fewer 9th graders who attended a <i>LiM</i> middle school have failing grades at the end of their first semester compared to students who had attended a non-<i>LiM</i> middle school.”</p>		
<p>Dr. K. Cummins - University of Louisiana at Lafayette (2015)</p> <p><i>A Mixed Methods Study on the Leader in Me Process: How Does Fostering Student Leadership Capacity Influence Behavior, Efficacy, and Achievement?</i></p>	<p>20% overall increase in 1st grade-student DIBELS (on- or above-level readers for their grade level)</p>	<p>73% overall increase in 2nd grade-student DIBELS (on- or above-level readers for their grade level)</p>	<p>130% overall increase in 3rd grade-student DIBELS (on- or above-level readers for their grade level)</p>
<p>Dr. S. Dick, Dr. K. Burstein, M. Bergeron - Cecil J. Picard Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette. (2017)</p> <p><i>The Leader in Me evaluation: Phase 1.</i></p>	<p>“Cohort 1 witnessed a 15% increase in students on the Louisiana Educational Assessment Program (LEAP) English Language Arts benchmark across the period measured by two years before and two years after full implementation of the <i>LiM</i> as well as an 8% increase in Math LEAP.”</p>		<p>“Schools in which <i>LiM</i> has been implemented have significantly higher scores on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) indicator, a norm-referenced, curriculum-based assessment that is considered predictive of future reading skills, including letter names, sounds, and phonological awareness.”</p> <p>Increase in percentages of DIBELS benchmark: 12% - Cohort 1 schools 21% - Cohort 2 schools</p>
<p>Lynn, M.A., - California State University San Marcos (2015)</p> <p><i>Character in the Classroom: How the Leader in Me Affects Student Performance</i></p>	<p>63% of students proficient in the 7 Habits scored at or above ELA Benchmark Grade-Level compared to only 22% of students who were not. (186% difference).</p>		
<p>Dr. A. Pascale, Dr. M. Ohlson, Dr. J. W. Lee - University of Northern Florida (2017)</p> <p><i>The Habits of Highly Effective Schools: Analyzing the Impact of “Leader in Me” Schools in Florida</i></p>	<p>6.7% improvement in <i>LiM</i> student achievement on the statewide science test compared to pre-<i>LiM</i></p>	<p>Students at <i>LiM</i> Schools who were in the bottom 25% made gains of 3% points higher than those in the bottom 25% at non-<i>LiM</i> Schools.</p>	
	<p>4% more students at <i>LiM</i> Schools met the writing standard than those at non-<i>LiM</i> Schools.</p>	<p>In science, <i>LiM</i> School students showed a 4% point increase over non-<i>LiM</i> district schools for those at the level 3 or higher.</p>	
	<p>In reading, the <i>LiM</i> Schools had a 9% higher rate than the non-<i>LiM</i> Schools of students at level 3 or higher, a 6% increase over non-<i>LiM</i> Schools in reading gains, and a 3% higher rate of learning gains for those in the bottom 25%.</p>	<p>In reading, the <i>LiM</i> Schools had a 9% higher rate than the non-<i>LiM</i> Schools of students at level 3 or higher, a 6% increase over non-<i>LiM</i> Schools in reading gains, and a 3% higher rate of learning gains for those in the bottom 25%.</p>	
<p>Dr. Corcoran, Reily, & Dr. Ross - John Hopkins University (2014)</p> <p><i>Achievement Outcomes of the Leader In Me (LiM) Program</i></p>	<p>“Across most grades in both mathematics and R/ELA, [the two studied Title 1 <i>LiM</i> Schools] outperformed the state in the years since the baseline year.”</p>		

Leader in Me prepares and supports SEL teachers.

Dr. S. Dick, Dr. K. Burstein, M. Bergeron – Cecil J. Picard Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette. (2017)

The Leader in Me evaluation: Phase 1.

“Cohort 1 witnessed a 15% increase in students on the Louisiana Educational Assessment Program (LEAP) English Language Arts benchmark across the period measured by two years before and two years after full implementation of the *LiM* as well as an 8% increase in Math LEAP.”

ROI Institute (2014)

The Leader In Me – District Study Executive Summary

87% of teachers acquired new skills and knowledge to empower students.

84% of teachers acquired new skills and knowledge to be better leaders.

Dr. S. Evans - Virginia Commonwealth University (2014)

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

“The personal examples used by the teachers served as a discussion platform in combination with modeling, as the teacher moderated her own behavior to serve as a good example.”

Dr. K. Cummins - University of Louisiana at Lafayette (2015)

A Mixed Methods Study on the Leader in Me Process: How Does Fostering Student Leadership Capacity Influence Behavior, Efficacy, and Achievement?

Significant correlation ($p < .01$) between teachers’ beliefs about school vision of leadership and 7 Habits, indicating that: “[Teachers] not only believe that their students are leaders, but they envision them living the 7 Habits as leaders would do.”

85.94% of faculty/staff either “agreed” or “strongly agreed” with the statement “All faculty/staff work to support each other at this school.”

Dr. C. Tidd - Walden University (2016)

Staff Perceptions of the Effect of the Leader in Me on Student Motivation and Peer Relationships in Elementary School

“there is a stronger sense of cohesiveness in the school environment as well as the classroom”

“a great sense of personal responsibility among the faculty and staff members in the school”

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

Program Evaluation of a School Leadership Program in an Elementary School

91.2% of the teachers reported the school was a good place to work and learn, up 4.2% since the beginning of implementation of the *Leader in Me*.

Dr. S. Ross - Johns Hopkins University (2012)

Implementation Quality and Outcomes of the Leader in Me Program: Case Studies at Two Diverse Elementary Schools

Researcher found that *LiM* teachers used leadership principles when responding to discipline problems and classroom management.

Leader in Me promotes student leadership.

<p>Dr. B. Bryant - Capella University (2017)</p> <p><i>The experiences of educators applying the Leader in Me initiative to their classrooms</i></p>	<p>“All participants in the study indicated that they have seen an increase in students taking personal responsibility for their actions in school.”</p>	<p>“In the classroom, students have language to match behavior and therefore tend to be more eager to synergize and work together.”</p>
<p>Dr. Andersen - St. John’s University (2011)</p> <p><i>The effects of formal leadership-lessons on the emergence of positive social-leadership skills of pre-kindergarten students</i></p>	<p>33% increase in independent social/emotional behaviors.</p>	<p>41% increase in interdependent social/emotional behaviors.</p>
<p>Dr. Dethlefs, Dr. Green, Dr. Molapo, Dr. Opsa, & Yang, M.A. - University of Northern Iowa (2017)</p> <p><i>Leadership, Goal Setting, and Self-Regulation: An Action Research Study</i></p>	<p>“Teachers and principals at LiM schools identified that LiM’s most significant engagement and academic impact was the way in which the program improved students’ ability to set academic goals, plan, and self-regulate their learning.”</p>	

Leader in Me engages and encourages students.

<p>Dr. Dethlefs, Dr. Green, Dr. Molapo, Dr. Opsa, & Yang, M.A. - University of Northern Iowa (2017)</p> <p><i>Leadership, Goal Setting, and Self-Regulation: An Action Research Study</i></p>	<p>“Students felt that LiM had helped them be better students by helping them behave better and providing them with opportunities to take ownership of their learning.”</p>		<p>Lighthouse LiM students are 43% less likely to say they don’t like school.</p>
<p>Dr. K. Cummins - University of Louisiana at Lafayette (2015)</p> <p><i>A Mixed Methods Study on the Leader in Me Process: How Does Fostering Student Leadership Capacity Influence Behavior, Efficacy, and Achievement?</i></p>	<p>89.07% of faculty/staff either “agreed” or “strongly agreed” with the statement “All students at this school will lead a parent conference this school year.”</p>	<p>95.32% of faculty/staff either “agreed” or “strongly agreed” with the statement “All students at this school maintain and regularly update a Leadership Notebook.”</p>	<p>94.23% of faculty/staff either “agreed” or “strongly agreed” with the statement, “All students at this school this school regularly set academic goals in at least one area.”</p>
<p>Dr. T. Platt - University of Missouri (2014)</p> <p><i>Implementing a Student-regulated Learning Tool in Reading: A Heuristic Case Study</i></p>	<p>“The teachers all indicated that the Leadership Notebook was a tool that empowers students or establishes ownership over their learning. They also believe that it was beneficial in providing a solid understanding for their students about how to monitor their learning goals, their status in mastering those learning goals, and ways to meet those goals.”</p>		
<p>Dr. C. Tidd - Walden University (2016)</p> <p><i>Staff Perceptions of the Effect of the Leader in Me on Student Motivation and Peer Relationships in Elementary School</i></p>	<p>The research analysis revealed “the use and knowledge of 7 Habits language, pervasively across campus and all stakeholder groups, has made a huge impact on students’ motivation and ability to take charge of their own learning and behavior.”</p>		

Leader in Me creates a supportive school environment.

<p>Dr. N. Bryant, Capella University (2016) <i>Administrators and principals and the implementation process of the Leader in Me initiative</i></p>	<p>“[LiM] creating a whole school language within the school and community was pertinent to recognizing the strengths of the community and school” and “fosters respect for all individuals and unifies all individuals.”</p>
<p>Dr. Dethlefs, Dr. Green, Dr. Molapo, Dr. Opsa, & Yang, M.A. - University of Northern Iowa (2017) <i>Leadership, Goal Setting, and Self-Regulation: An Action Research Study</i></p>	<p>Researcher found that <i>LiM</i> teachers used leadership principles when responding to discipline problems and classroom management.</p>
<p>Baldwin, MA, Dr. Lodico, Dr. Voegtler, Bruce, Dr. Martone - The College of Saint Rose (2012) <i>Leadership, Goal Setting, and Self-Regulation: An Action Research Study</i></p>	<p>Teacher interviews and student essays showed: “an emphasis on creating a positive, inclusive and egalitarian classroom climate by helping others.”</p>
<p>Dr. K. Cummins - University of Louisiana at Lafayette (2015) <i>A Mixed Methods Study on the Leader in Me Process: How Does Fostering Student Leadership Capacity Influence Behavior, Efficacy, and Achievement?</i></p>	<p>95% of staff believe or strongly believe that students can successfully maintain classroom leadership roles, and 90% believe or strongly believe that they can do so at the school level.</p>
<p>Dr. R. Corcoran, J. Reily, & Dr. S. Ross - John Hopkins University (2014) <i>Achievement Outcomes of the Leader in Me (LiM) Program</i></p>	<p>“<i>LiM</i> helps to build a positive school climate... it creates conditions in which teachers relate and communicate more effectively to students, work more collaboratively with one another in planning and coordinating lessons, and spend less instructional time dealing with behavior issues.”</p>

Leader in Me positively impacts attendance.

<p>Dr. C. Tidd - Walden University (2016)</p> <p><i>Staff Perceptions of the Effect of the Leader in Me on Student Motivation and Peer Relationships in Elementary School</i></p>	<p>“Administrators report that student absenteeism has decreased. Students understand that others are depending on them to be at school to take care of certain tasks and they do not want to let others down. They take their responsibility very seriously.”</p>	
<p>Dr. Mark White - University of Michigan (2018)</p> <p><i>A Quasi-Experimental Study of the Effect of the Leader in Me on Attendance and Discipline in Missouri Schools</i></p>	<p>Increased attendance in Missouri <i>Leader in Me</i> 3.0 Schools ($p=0.007$)</p>	<p>Decreased rates of attendance for Missouri schools that exited <i>Leader in Me</i>. ($p<0.001$)</p>
<p>Dr. Dethlefs, Dr. Green, Dr. Molapo, Dr. Opsa, & Yang, M.A. - University of Northern Iowa (2017)</p> <p><i>Leadership, Goal Setting, and Self-Regulation: An Action Research Study</i></p>	<p>“Follow-up 9th grade data show that students who attended a non-<i>LiM</i> middle school were about twice as likely to be chronically tardy compared to students who attended a <i>LiM</i> middle school for 3 years”</p>	
<p>Dr. Pascale, Dr. Ohlson, Dr. Lee - University of N. Florida (2017)</p> <p><i>The Habits of Highly Effective Schools: Analyzing the Impact of “Leader in Me” Schools in Florida</i></p>	<p><i>LiM</i> schools showed an average of 27% (Year 1) and 35% (Year 2) fewer students with excessive absences in comparison to the school districts in the study.</p>	

References:

1. “Schilling (2018) University of Michigan”
2. “Lynn (2015) California State University San Marcos”
3. “White (2018) University of Michigan”
4. “Dethlefs, et al. (2017) University of Northern Iowa”
5. “Dick, et al. (2017) University of Louisiana at Lafayette”