



# Alignment Summary

New York State Framework for Mental Health Education Instruction

**The Opportunity:**

In 2018, New York State amended Education Law §804 and Commissioner's Regulation §§ 135.1, 135.3 to address the urgent need to improve students' mental health by growing awareness, targeting prevention, and increasing well-being in New York State schools. The opportunity to make a difference in students' mental wellness is largely dependent on school's ability to develop and implement effective mental health education instruction for the classroom. In the Comprehensive Guide "*Mental Health Education Literacy in Schools: Linking to a Continuum of Well-being*", NYSED introduced the Mental Health Framework that includes instructional standards, best-practices, and instructional resources to support schools as they integrate a mental health focus into daily instruction.

**The Gap:**

While the Mental Health Framework is an essential resource for guiding schools, the effort and organization needed to make such a huge shift requires far more than frameworks and aligned resources. Educational research suggests that the transformational change needed to effectively impact students' mental health requires a schoolwide transformation and very few schools have the capacity or experience needed to create such a large shift.

**The *Leader in Me* Connection:**

*Leader in Me* is a whole-school transformational process that was started by a principal and her faculty who were trying to turn around a failing school. They saw that what their students' really needed to succeed in their education was not more tests or a new core curriculum--their students needed to learn the same social and emotional skills that are represented by the standards in the Mental Health Framework. They used the leadership principles taught in *The 7 Habits of Highly Effective People* as the inspiration for developing their social-emotional curriculum and within a few years of development and learning they had created the foundation of the *Leader in Me*.

Today, *Leader in Me* is the largest whole-school social-emotional intervention in the world with 4845 schools in 50+ countries. The growth of our process is testament to the effective transformational power of a process created by educators, for educators. We are excited to see education turning to the social and emotional development of students as a way to prepare them for a successful life, ensure their mental wellness, and provide them with greater equity in education.

In the report that follows, we share an overview of how the learning and practices of *Leader in Me* are the missing connection New York State schools need to successfully implement the important practices that support students' mental health.

# Leader in Me

The social-emotional competencies of Leader in Me are taught through the lens of personal and interpersonal leadership. Educators in *Leader in Me* schools build lifelong leaders by helping them develop habits of effectiveness.

The alignment between the eight core competencies of the *Leader in Me* curriculum and the Mental Health Framework standards are shown in this table to illustrate the shared instructional focus.

## Leader in Me

### Be Proactive

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

(Responsibility, Initiative, Resourcefulness)

### Begin With the End in Mind

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

(Vision, Commitment, Purpose)

### Put First Things First

"I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized."

(Focus, Integrity, Discipline, Prioritization)

### Think Win-Win

I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

(Mutual Benefit, Fairness, Courage, Abundance)

### Seek First to Understand, Then to Be Understood

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

(Empathy, Respect, Mutual Understanding)

### Synergize

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.

(Creativity, Cooperation, Diversity, Humility)

### Sharpen the Saw

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.

(Renewal, Continuous Improvement, Balance)

### Find Your Voice and Inspire Others to Find Theirs

I engage in work that engages my unique talents, fuels my passion, and contributes meaningfully to a need in the world. I inspire others to find their unique talents so they too can use their passion to contribute meaningfully.

(Contribution, Purpose, Empowerment)

|  | NY Mental Health                                 |            |          | Communication Skills            |                        |  | Resource Management |                  |                |
|--|--|------------|----------|---------------------------------|------------------------|--|---------------------|------------------|----------------|
|  | Self-Care (for mental health/overall well-being) | Resiliency | Feelings | Empathy, Compassion, Acceptance | Gratitude, Forgiveness | What to ask for help for self and others | When to ask ...     | Where to ask ... | How to ask ... |
|  | Self-Management                                  |            |          | Relationships                   |                        |  |                     |                  |                |
| <b>Be Proactive</b>                                      | X  | X          | X        |                                 |                        | X  |                     |                  | X              |
| <b>Begin With the End in Mind</b>                        | X  | X          |          |                                 |                        | X  | X                   | X                | X              |
| <b>Put First Things First</b>                            | X  | X          |          |                                 |                        |  | X                   | X                | X              |
| <b>Think Win-Win</b>                                     | X  |            | X        | X                               | X                      |  |                     |                  |                |
| <b>Seek First to Understand, Then to Be Understood</b>   |  |            | X        | X                               | X                      | X  |                     |                  | X              |
| <b>Synergize</b>   |  |            |          | X                               | X                      | X  | X                   | X                | X              |
| <b>Sharpen the Saw</b>                                   | X  | X          | X        |                                 |                        |  | X                   | X                |                |
| <b>Find Your Voice and Inspire Others to Find Theirs</b> |  | X          |          | X                               | X                      | X  | X                   | X                | X              |

# Leader in Me Practices Support NYSED Mental Health Instructional Standards

*Leader in Me* schools know that the positive benefits of social-emotional learning can last long-term when a student has opportunities to consistently apply the learning in authentic and empowering ways. The *Leader in Me* Framework, seen below, outlines the paradigms (“SEE”) and practices (“DO”) that support this application.

On the next three pages we illustrate how a school can better implement the NYSED mental health instructional standards with the practices of *Leader in Me*. A description of each *Leader in Me* practice can be found on pages 12-14 of this report.

| SEE<br>Core<br>Paradigms               | Paradigm of Leadership  |                           | Paradigm of Potential   |                      | Paradigm of Change   |                        | Paradigm of Motivation               |  | Paradigm of Education                           |   |
|--|---|---------------------------|---|----------------------|--|------------------------|--------------------------------------|--|---|---|
|  | NOT THIS  | BUT THIS                  | NOT THIS  | BUT THIS             | NOT THIS   | BUT THIS               | NOT THIS                             | BUT THIS                                     | NOT THIS  | BUT THIS  |
|  | Leadership is for the few.  | Everyone can be a leader. | A few people are gifted.  | Everyone has genius. | To improve schools the system needs to change first.   | Change starts with me. | Direct and control student learning. | Empower students to lead their own learning. | Educators focus solely on academic achievement. | Educators and families partner to develop the whole person. |
| DO<br>Highly<br>Effective<br>Practices | Leadership  |                           | Culture   |                      | Academics  |                        |                                      |  |   |   |
|  | <p><b>Start with Adults Learning &amp; Modeling</b></p> <ul style="list-style-type: none"> <li>Principal &amp; Coordinator Development</li> <li>New &amp; Ongoing Staff Learning</li> <li>Family &amp; Community Partnerships</li> </ul> <p><b>Teach Students to Lead</b></p> <ul style="list-style-type: none"> <li>Direct Lessons</li> <li>Integrated Approaches</li> <li>Service Learning</li> </ul> |                           | <p><b>Create a Leadership Environment</b></p> <ul style="list-style-type: none"> <li>Physical Environment</li> <li>Social-Emotional Environment</li> <li>Leadership Events</li> </ul> <p><b>Share Leadership</b></p> <ul style="list-style-type: none"> <li>Lighthouse &amp; Action Teams</li> <li>Leadership Roles</li> <li>Student Voice</li> </ul> |                      | <p><b>Achieve Goals</b></p> <ul style="list-style-type: none"> <li>Individual Goals</li> <li>Team Goals</li> <li>Aligned School Goals</li> </ul> <p><b>Empower Learners</b></p> <ul style="list-style-type: none"> <li>Leadership Portfolios</li> <li>Student-Led Conferences</li> <li>Empowering Instruction</li> </ul> |                        |                                      |  |   |   |
| GET<br>Measureable<br>Results          | Highly effective students and adults who are leaders in their school and community.   |                           | A high-trust school culture where every person’s voice is heard and their potential is affirmed.  |                      | Engaged students who are equipped to achieve and entrusted to lead their own learning.   |                        |                                      |  |   |   |

# Leader in Me Framework Alignment to NY Mental Health Education Instruction

## Leadership

|                       |                                 | 1. Self-Management   |                |              | 2. Relationships         |                                     |                            | 3. Resource Management                       |  |   |   |
|-----------------------|---------------------------------|--|----------------|--------------|--------------------------|-------------------------------------|----------------------------|--|--|---|---|
|                       |                                 | 1A. Self-care to promote mental health and overall well-being. | 1B. Resiliency | 1C. Feelings | 2A. Communication Skills | 2B. Empathy, Compassion, Acceptance | 2C. Gratitude, Forgiveness | 3A. What to ask for help for self and others | 3B. When to ask for help for self and others | 3C. Where to ask for help for self and others | 3D. How to ask for help for self and others |
| Professional Learning | Ongoing Staff Learnings         | X  | X              | X            | X                        | X                                   | X                          | X  | X  | X   | X   |
|                       | New-Staff Learning              | X  | X              | X            | X                        | X                                   | X                          | X  | X  | X   | X   |
|                       | Principal Learning and Modeling | X  | X              | X            | X                        | X                                   | X                          | X  | X  | X   | X   |
| Student Learning      | Direct Lessons                  | X  | X              | X            |                          | X                                   |                            | X  | X  |   | X   |
|                       | Integrated Approaches           | X  |                |              | X                        | X                                   | X                          | X  | X  |   |   |
|                       | Modeling                        | X  | X              | X            |                          | X                                   |                            |  |  |   |   |
| Family Learning       | Family Communication            |  |                |              |                          |                                     |                            |  |  |   |   |
|                       | 7 Habits Training for Families  |  |                |              |                          |                                     |                            |  |  |   |   |
|                       | Student Teaching at Home        |  |                |              |                          |                                     |                            |  |  |   |   |

# Leader in Me Framework Alignment to NY Mental Health Education Instruction

## Culture

|                        |                              | 1. Self-Management   |                |              | 2. Relationships         |                                     |                            | 3. Resource Management                       |  |   |   |
|------------------------|------------------------------|--|----------------|--------------|--------------------------|-------------------------------------|----------------------------|--|--|---|---|
|                        |                              | 1A. Self-care to promote mental health and overall well-being. | 1B. Resiliency | 1C. Feelings | 2A. Communication Skills | 2B. Empathy, Compassion, Acceptance | 2C. Gratitude, Forgiveness | 3A. What to ask for help for self and others | 3B. When to ask for help for self and others | 3C. Where to ask for help for self and others | 3D. How to ask for help for self and others |
| Leadership Environment | Physical Environment (See)   |  | X              |              |                          | X                                   |                            |  |  | X   |   |
|                        | Common Language (Hear)       |  | X              |              | X                        | X                                   | X                          | X  |  |   |   |
|                        | Emotional Environment (Feel) | X  | X              | X            |                          | X                                   | X                          | X  | X  | X   | X   |
| Shared Leadership      | Student Leadership Roles     | X  | X              |              | X                        | X                                   |                            |  |  | X   | X   |
|                        | Student Voice                | X  | X              |              | X                        | X                                   |                            |  |  | X   | X   |
|                        | Active Lighthouse Teams      |  | X              |              | X                        | X                                   |                            |  |  |   |   |
| Leadership Events      | School-wide Events           | X  | X              |              | X                        |                                     |                            |  |  |   |   |
|                        | Classroom Events             | X  | X              | X            | X                        | X                                   |                            |  | X  | X   |   |
|                        | Family & Community Events    | X  |                |              | X                        | X                                   |                            |  | X  | X   | X   |

# Leader in Me Framework Alignment to NY Mental Health Education Instruction

## Academics

|                             |                                     | 1. Self-Management   |                |              | 2. Relationships         |                                     |                            | 3. Resource Management                       |  |   |   |
|-----------------------------|-------------------------------------|--|----------------|--------------|--------------------------|-------------------------------------|----------------------------|--|--|---|---|
|                             |                                     | 1A. Self-care to promote mental health and overall well-being. | 1B. Resiliency | 1C. Feelings | 2A. Communication Skills | 2B. Empathy, Compassion, Acceptance | 2C. Gratitude, Forgiveness | 3A. What to ask for help for self and others | 3B. When to ask for help for self and others | 3C. Where to ask for help for self and others | 3D. How to ask for help for self and others |
| Schoolwide-Goal Achievement | School Goals                        | X  | X              | X            |                          | X                                   |                            |  | X  | X   |   |
|                             | Team Goals                          |  |                |              |                          |                                     |                            |  |  |   |   |
|                             | Staff Goals                         |  |                |              |                          |                                     |                            |  |  |   |   |
| Student-led Achievement     | Student Goals                       |  | X              |              |                          |                                     |                            |  |  |   |   |
|                             | Leadership Notebooks                |  |                |              |                          |                                     |                            |  |  |   |   |
|                             | Student-Led Conferences             |  |                |              |                          |                                     |                            |  |  |   |   |
| Empowering Instructions     | Trusting Relationships              |  | X              |              |                          | X                                   | X                          | X  | X  | X   | X   |
|                             | Student-Led Learning                | X  | X              | X            | X                        |                                     |                            |  |  |   |   |
|                             | Collaborative Planning & Reflection |  |                |              | X                        | X                                   |                            |  |  | X   |   |

# Leader in Me Helps Schools Track Progress Toward Meeting the Mental Health Standards with Actionable Data Insights

Here at the *Leader in Me*, we take our commitment to schools seriously. We see ourselves as a partner in each of our school's transformation and celebrate their success and learn from their setbacks. Our commitment to results led us to partner with researchers from the University of Michigan's prestigious College of Education to develop the Measurable Results Assessment (MRA).

The MRA is not your typical school climate survey. It was designed with an unwavering focus on actionable data that would support school improvement. To do this, our research team and the UMICH researchers aligned the practices of *Leader in Me* with the educational research on expected outcomes of those practices. As a result, when schools review their MRA results, they can clearly determine and take action to improve areas of needed growth.

In the tables on the next three pages, we introduce you to the measurable results of the *Leader in Me* process by aligning them with the NYSED mental health instructional standards. Together, these allow you to see how *Leader in Me* helps schools in New York track their progress toward implementing each of the standards in a way that allows them to make data-informed decisions about the highest leverage actions they can take.

On pages 15-17 you will see definitions of the measures outcomes of each MRA scale.

# Leader in Me Measurable Results Alignment to NY Mental Health Education Instruction

| Leadership                   |                                      | 1. Self-Management   |                |              | 2. Relationships         |                                     |                            | 3. Resource Management                       |  |   |   |
|------------------------------|--------------------------------------|--|----------------|--------------|--------------------------|-------------------------------------|----------------------------|--|--|---|---|
|                              |                                      | 1A. Self-care to promote mental health and overall well-being. | 1B. Resiliency | 1C. Feelings | 2A. Communication Skills | 2B. Empathy, Compassion, Acceptance | 2C. Gratitude, Forgiveness | 3A. What to ask for help for self and others | 3B. When to ask for help for self and others | 3C. Where to ask for help for self and others | 3D. How to ask for help for self and others |
| Staff SEL Teaching Readiness | Modeling Personal Effectiveness      | X  | X              | X            |                          | X                                   |                            | X  | X  | X   | X   |
|                              | Modeling interpersonal Effectiveness |  |                |              | X                        | X                                   | X                          | X  | X  | X   | X   |
|                              | Modeling Whole Person Wellness       | X  |                | X            |                          |                                     |                            | X  | X  | X   | X   |
|                              | Social & Emotional Learning Support  | X  | X              | X            |                          |                                     |                            | X  | X  | X   | X   |
| Student Leadership           | Personal Effectiveness               | X  | X              | X            |                          | X                                   |                            | X  | X  |   | X   |
|                              | Interpersonal Effectiveness          |  |                |              | X                        | X                                   | X                          | X  | X  |   | X   |
|                              | Perseverance                         | X  | X              |              |                          |                                     |                            |  |  |   |   |
|                              | Confidence                           |  | X              | X            |                          |                                     |                            | X  | X  |   |   |
|                              | Whole-Person Wellness                | X  |                | X            |                          |                                     |                            | X  | X  |   |   |
|                              | Social Etiquette                     |  |                |              |                          | X                                   | X                          |  |  |   |   |
|                              | Group Leadership                     |  | X              |              | X                        |                                     |                            |  |  |   |   |
|                              | Public Speaking                      |  |                |              | X                        |                                     |                            |  |  |   |   |
| Family Involvement           | School & Family Partnerships         | X  |                |              |                          | X                                   | X                          |  | X  | X   | X   |
|                              | Family Efficacy                      | X  |                |              |                          | X                                   | X                          |  | X  | X   | X   |
|                              | Family Engagement                    |  |                |              |                          |                                     |                            |  | X  | X   | X   |

# Leader in Me Measurable Results Alignment to NY Mental Health Education Instruction

## Culture

|                        |                      | 1. Self-Management   |                |              | 2. Relationships         |                                     |                            | 3. Resource Management                       |  |   |   |
|------------------------|----------------------|--|----------------|--------------|--------------------------|-------------------------------------|----------------------------|--|--|---|---|
|                        |                      | 1A. Self-care to promote mental health and overall well-being. | 1B. Resiliency | 1C. Feelings | 2A. Communication Skills | 2B. Empathy, Compassion, Acceptance | 2C. Gratitude, Forgiveness | 3A. What to ask for help for self and others | 3B. When to ask for help for self and others | 3C. Where to ask for help for self and others | 3D. How to ask for help for self and others |
| Supportive Environment | School Climate       | X  | X              | X            | X                        | X                                   | X                          |  | X  | X   | X   |
|                        | School Events        | X  | X              |              | X                        |                                     |                            |  |  |   |   |
|                        | Student Empowerment  | X  | X              |              | X                        | X                                   |                            |  |  | X   | X   |
|                        | Teacher Expectations |  | X              |              |                          | X                                   |                            |  |  |   |   |
| Student Engagement     | Learning Engagement  |  |                |              |                          |                                     |                            |  |  |   |   |
|                        | School Belonging     | X  | X              | X            |                          | X                                   |                            |  | X  | X   |   |
| Staff Satisfaction     | Staff Fulfillment    |  |                |              |                          | X                                   |                            |  |  |   |   |
|                        | Staff Empowerment    |  |                |              | X                        | X                                   |                            |  |  |   |   |

# Leader in Me Measurable Results Alignment to NY Mental Health Education Instruction

## Academics

|                         |   | 1. Self-Management   |                |              | 2. Relationships         |                                     |                            | 3. Resource Management                       |  |   |   |
|-------------------------|---|--|----------------|--------------|--------------------------|-------------------------------------|----------------------------|--|--|---|---|
|                         |   | 1A. Self-care to promote mental health and overall well-being. | 1B. Resiliency | 1C. Feelings | 2A. Communication Skills | 2B. Empathy, Compassion, Acceptance | 2C. Gratitude, Forgiveness | 3A. What to ask for help for self and others | 3B. When to ask for help for self and others | 3C. Where to ask for help for self and others | 3D. How to ask for help for self and others |
| Teacher Efficacy        | Instructional Efficacy                      |  |                |              |                          |                                     |                            |  |  | X   |   |
|                         | Goal Focus and Achievement                  |  |                |              |                          |                                     |                            |  |  |   |   |
| Student-led Achievement | Growth Mindset                              | X  | X              |              |                          | X                                   | X                          |  | X  |   |   |
|                         | Student Motivation                          |  | X              |              |                          | X                                   |                            |  |  |   |   |
|                         | Self-Efficacy for Self-Regulated Learning   |  | X              | X            |                          |                                     |                            |  |  |   |   |
|                         | Self-Efficacy in Enlisting Social Resources | X  |                |              | X                        |                                     |                            | X  | X  | X   | X   |
|                         | Academic Goal Achievement                   |  | X              |              |                          |                                     |                            |  |  |   |   |

# Leader in Me Framework Practices Defined

## LEADERSHIP

### 1. Professional Learning

*Returning staff members develop as leaders through ongoing staff learning around the 7 Habits® and highly effective practices while new staff members engage in training and mentoring. The principal and school administration develop as leaders while championing leadership for the school.*

|  |   |
|--|---|
| <b>1.1 Ongoing Staff Learnings</b>         | <i>Ongoing staff learning in the 7 Habits and The Leader in Me principles and practices is an intentional priority. Systems support frequency and depth of ongoing learning activities.</i>   |
| <b>1.2 New-Staff Learning</b>              | <i>New staff members receive the equivalent of two or more days of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors meet with new staff members regularly to support growth.</i>   |
| <b>1.3 Principal Learning and Modeling</b> | <i>The principal and school administration are advocates of the school's leadership model and attend all Leader in Me trainings. They develop as leaders by modeling leadership and personal growth in the 7 Habits through setting specific goals shared with the staff, and by building the leadership capacity of the staff.</i> |

### 2. Student Learning

*The 7 Habits and leadership principles are effectively taught to all students through direct lessons, integrated approaches, and staff modeling. Students are able to think critically about and apply leadership principles.*

|                                  |  |
|----------------------------------|--|
| <b>2.1 Direct Lessons</b>        | <i>Teachers follow a grade-level or team year-long plan that specifically outlines when all students will be directly taught the 7 Habits and leadership principles through Leader in Me curriculum or teacher-developed equivalent lessons. Lessons result in higher-order thinking, encourage internalization, and foster a desire for real-world application.</i> |
| <b>2.2 Integrated Approaches</b> | <i>Teachers and staff members effectively integrate the 7 Habits and leadership principles into lessons and/or roles. Student learning reflects higher-order thinking and internalization, with a focus on transfer to real-world application.</i>   |
| <b>2.3 Modeling</b>              | <i>Teachers consistently model the 7 Habits and leadership principles for students, staff, and community by using the common language, living the 7 Habits, developing School and Class Mission Statements, and communicating leadership potential through interactions with students, staff, and families.</i>  |

### 3. Family Learning

*Families and the school partner in learning about the 7 Habits and leadership principles through effective communication and mutual respect. The school provides resources and trainings, and encourages students to Teach to Learn with their families.*

|   |  |
|---|--|
| <b>3.1 Family Communication</b>           | <i>Print, electronic, or verbal communication occurs regularly, and is effectively focused on the impact of leadership, culture, and academics on the growth of students and the school. Staff and students collaborate on the development of structures and strategies for communication.</i> |
| <b>3.2 7 Habits Training for Families</b> | <i>A schoolwide plan has been established identifying when and how the 7 Habits and leadership principles will be taught to families through events such as training based on The 7 Habits of Successful Families.</i>   |
| <b>3.3 Student Teaching at Home</b>       | <i>Students are given regular leadership- curriculum assignments or equivalent teacher- designed Teach to Learn lessons around the 7 Habits and leadership principles to share with families.</i>  |

# Leader in Me Framework Practices Defined

## CULTURE

### 4. Leadership Environment

Students and staff members are able to see leadership in the physical environment, hear leadership through the common language of the 7 Habits, and feel leadership through a culture of caring, relationships, and affirmation.

|   |  |
|---|--|
| <b>4.1 Physical Environment (See)</b>   | <i>Staff, students, and families collaborate to design and create an intentional physical environment that reflects the 7 Habits and leadership principles in almost all classrooms and public areas.</i>            |
| <b>4.2 Common Language (Hear)</b>       | <i>Students and staff regularly and naturally use the language of the 7 Habits and leadership principles positively in interactions, classroom discussions, and family communication.</i>                            |
| <b>4.3 Emotional Environment (Feel)</b> | <i>Staff, student, and family relationships are frequently reinforced through individualized Emotional Bank Account deposits. Ensure that students and staff feel welcome, valued, loved, and trusted at school.</i> |

### 5. Shared Leadership

Leadership is shared with students through a variety of leadership roles, and student voice leads to innovations in the school. Lighthouse Teams are active and provide leadership for the school.

|                                     |   |
|-------------------------------------|---|
| <b>5.1 Student Leadership Roles</b> | <i>Students apply for classroom leadership roles and interview for publicly displayed, schoolwide leadership roles based on school needs and student ideas. Students overcome challenges, evaluate skills, mentor others, and transfer skills learned in leadership roles to areas inside and outside school.</i> |
| <b>5.2 Student Voice</b>            | <i>The school routinely seeks out and utilizes student voice, leading to many innovations or changes in the continuous improvement of the school.</i>   |
| <b>5.3 Active Lighthouse Teams</b>  | <i>Student and Staff Lighthouse Teams meet regularly and utilize action teams to assess progress on goals and timelines. Synergy is emerging between the Lighthouse Teams, and shared leadership among stakeholders is apparent.</i>  |

### 6. Leadership Events

Student and Staff Lighthouse Teams meet regularly and utilize action teams to assess progress on goals and timelines. Synergy is emerging between the Lighthouse Teams, and shared leadership among stakeholders is apparent.

|  |  |
|--|--|
| <b>6.1 Schoolwide Events</b>             | <i>Schoolwide events involve student voice in support of planning and implementation, providing opportunities for students to develop, practice, and demonstrate leadership skills.</i>  |
| <b>6.2 Classroom Events</b>              | <i>Teachers collaborate with students to transform traditional classroom events into opportunities to develop leadership skills and celebrate goal achievement.</i>  |
| <b>6.3 Family &amp; Community Events</b> | <i>Family &amp; Community Leadership Events are primarily student-driven, and provide an authentic audience inside and/or outside the school for students to practice and share leadership skills to impact the community.</i> |

# Leader in Me Framework Practices Defined

## ACADEMICS

### 7. Schoolwide-Goal Achievement

The school utilizes the 4DX® process to identify and track progress on scoreboards toward aligned Wildly important Goals (WiGs) for the school, team/classroom, and staff.

|                         |   |
|-------------------------|---|
| <b>7.1 School Goals</b> | <i>Schoolwide academic WiGs are collaboratively identified and written in a “From X to Y by When” format. Schoolwide WiGs are tracked on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WiGs.</i> |
| <b>7.2 Team Goals</b>   | <i>Team or class WiGs are collaboratively identified, written in a “From X to Y by When” format, and aligned to schoolwide WiGs. Team or class WiGs and lead measures are tracked on compelling scoreboards. A cadence of accountability ensures regular conversations around progress toward WiGs.</i>                           |
| <b>7.3 Staff Goals</b>  | <i>Staff have developed a Personal Mission Statement and identify personal and professional WiGs written in a “From X to Y by When” format. Staff have identified lead measures for WiGs, which are tracked on scoreboards. Staff have Accountability Partners and have established a cadence of accountability.</i>              |

### 8. Student-led Achievement

Students lead their own learning with the skills to assess their needs, set appropriate goals, and carry out action plans. Students are empowered through the use of Leadership Notebooks® and Student-Led Conferences to reflect on progress toward goals.

|                                    |   |
|------------------------------------|---|
| <b>8.1 Student Goals</b>           | <i>Students develop academic and personal WiGs written in a “From X to Y by When” format. At least one academic WiG is aligned with classroom academic WiGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data are built into the weekly schedule. Students have peer-to-peer Accountability Partners.</i> |
| <b>8.2 Leadership Notebooks</b>    | <i>Students have Leadership Notebooks including, but not limited to, sections about themselves, WiGs, learning, leadership, and celebrations. Students take primary ownership of updating, assessing, and reflecting on progress. Leadership Notebooks are an essential part of the reflective learning process around academic and personal development through regular classroom routines.</i>                        |
| <b>8.3 Student-Led Conferences</b> | <i>Schoolwide, regularly scheduled formal and informal Student-Led Conferences are in place. Students use Leadership Notebooks to plan for and lead a goal-oriented, reflective conversation about progress toward leadership, academic, and personal goals with their families, adult mentors or peers.</i>  |

### 9. Empowering Instructions

Teachers use instructional methods that empower students to lead their own learning. Combined with building trusting relationships and utilizing collaborative planning and reflection, this create environments for highly engaged learning.

|  |  |
|--|--|
| <b>9.1 Trusting Relationships</b>                | <i>Teachers intentionally build trusting teacher-student relationships through consistent use of the behaviors of high trust.</i>  |
| <b>9.2 Student-Led Learning</b>                  | <i>Students are empowered through student-led learning experiences. Almost all classroom strategies and leadership tools involve a release of teacher control to empower students to lead their own learning.</i>  |
| <b>9.3 Collaborative Planning and Reflection</b> | <i>Teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for most teachers, with some expectations and accountability. There is evidence that reflective Relationship Skills leads to innovation and improved classroom learning.</i> |

# Measurable Results Scales Defined

## Staff Social-Emotional Teaching Readiness

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

| This means that...   | We call this                                 |
|--|--|
| <i>Staff practice the habits of personal effectiveness, allowing them to authentically teach students personal responsibility, persistence, and goal setting by example.</i>   | <b>Modeling Personal Effectiveness</b>       |
| <i>Staff practice the habits of interpersonal effectiveness, allowing them to authentically teach students how to work well with their peers, respectfully listen to others' opinions, and work to find solutions where everyone wins.</i> | <b>Modeling Interpersonal Effectiveness</b>  |
| <i>Staff choose healthy behaviors for their body and mind, allowing them to authentically teach students by example.</i>   | <b>Modeling Whole-Person Wellness</b>        |
| <i>Teachers feel they have the knowledge and consistent training they need to effectively teach and model social and emotional concepts to their students.</i>   | <b>Social and Emotional Learning Support</b> |

## Student Leadership

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

| This means that...   | We call this:                      |
|--|------------------------------------|
| <i>Students take responsibility for their actions, set goals, and persist even when things are difficult.</i>                        | <b>Personal Effectiveness</b>      |
| <i>Students work well with their peers, respectfully listen to others' opinions, and work to find solutions where everyone wins.</i> | <b>Interpersonal Effectiveness</b> |
| <i>Students are committed to working hard to achieve their goals and persist even when things are difficult.</i>                     | <b>Perseverance</b>                |
| <i>Students are choosing healthy behaviors for their body and mind.</i>  | <b>Whole-Person Wellness</b>       |
| <i>Students like themselves and feel proud of who they are.</i>  | <b>Confidence</b>                  |
| <i>In social situations, students act within culturally respectful norms to show respect and consideration for others.</i>           | <b>Social Etiquette</b>            |
| <i>Students are able to achieve positive goals through organization, modeling, and encouraging others' strengths.</i>                | <b>Group Leadership</b>            |
| <i>Students have the skills needed to effectively prepare themselves and speak in public.</i>  | <b>Public Speaking</b>             |

## Family Involvement

**Leader in Me provides our students' families with the information, training, and school resources which empower them to be supportive partners in the development of their child's social emotional learning**

| This means that...  | We call this                            |
|---|---|
| <i>Staff feel families are committed to the social and emotional development of their children.</i>   | <b>School &amp; Family Partnerships</b> |
| <i>Families have the skills to support and motivate their child's learning, and the ability to support their child's emotional and social development.</i>                      | <b>Family Efficacy</b>                  |
| <i>Families feel that the school environment is welcoming and believe that the staff are not too busy, resulting in good communication &amp; an overall sense of community.</i> | <b>Family Engagement</b>                |

# Measurable Results Scales Defined

## Supportive School Environment

| <b>The environment of Leader in Me schools engages student learning and positively supports the development of student social-emotional leadership skills.</b>                        |                             |
|---|-----------------------------|
| <b>This means that...</b>   | <b>We call this</b>         |
| <i>Teachers empower student learning through high academic expectations for all students, encouraging them to do their best work and teaching students to persevere.</i>              | <b>Teacher Expectations</b> |
| <i>The overall feeling or character of a school; it can refer to aspects such as whether a school feels welcoming and supportive or unsafe.</i>                                       | <b>School Climate</b>       |
| <i>Events at the school and in the classroom build a sense of community, establish culture, empower students' application of learning, and supports the school's mission.</i>         | <b>School Events</b>        |
| <i>Students are active participants in the school community and are encouraged to make a difference, take on leadership roles, and contribute their voice to important decisions.</i> | <b>Student Empowerment</b>  |

## Student Engagement

| <b>Leader in Me schools help students feel emotionally safe, socially supported, and academically engaged.</b>  |                            |
|---|----------------------------|
| <b>This means that...</b>   | <b>We call this</b>        |
| <i>Students feel happy to be an important part of the school community and feel that people at school care about and understand them. A strong sense of belonging has a positive influence on student engagement and performance.</i> | <b>School Belonging</b>    |
| <i>Students feel excited to learn as much as they can in class and actively work toward their goals.</i>  | <b>Learning Engagement</b> |

## Staff Satisfaction

| <b>Leader in Me schools work to empower teachers with meaningful leadership opportunities and engaged in guiding the social, emotional, and academic development of their students.</b>                    |                          |
|--|--------------------------|
| <b>This means that...</b>  | <b>We call this</b>      |
| <i>Staff members look forward to coming to work each day, and are satisfied with their decision to follow a career path that gives them the opportunity to be involved in important work for children.</i> | <b>Staff Fulfillment</b> |
| <i>Staff members feel that their opinions are valued and respected, and that they are encouraged to take the lead on school-improvement efforts by taking risks and proposing new ideas.</i>               | <b>Staff Empowerment</b> |

# Measurable Results Scales Defined

## Teaching Efficacy

| <b>Leader in Me prepares and supports teachers to create goal-centered, student-led classrooms that empower students to lead their own learning</b>   |                                   |
|---|-----------------------------------|
| <b><i>This means that...</i></b>  | <b><i>We call this</i></b>        |
| <i>Teachers are motivated through professional goals and are held accountable to meet those goals. In addition, the school sets academic goals and often achieves those annual improvement targets.</i>   | <b>Goal Focus and Achievement</b> |
| <i>Teachers work to improve their teaching methods through reflection on lesson effectiveness and Relationship Skills in planning lessons. Teachers also encourage student creativity, foster critical thinking, and use student-led learning activities to improve their quality of classes.</i> | <b>Instructional Efficacy</b>     |

## Student-Led Achievement

| <b>Leader in Me empowers our students with the mindsets, skills, and supportive environment they need to lead their academic achievement</b>  |  |
|---|--|
| <b><i>This means that...</i></b>  | <b><i>We call this</i></b>                         |
| <i>Students' beliefs about their ability to grow and improve through hard work.</i>   | <b>Growth Mindset</b>                              |
| <i>Students are intrinsically motivated to learn and do well in school.</i>   | <b>Student Motivation</b>                          |
| <i>Students can plan and organize themselves, they can stay focused to get their assignments done on time, and motivate themselves to get work done, even if there are distractions.</i>  | <b>Self-Efficacy for Self-Regulated Learning</b>   |
| <i>Students are comfortable asking teachers, adults, friends, or classmates for help when they get stuck on schoolwork or are experiencing a problem.</i>   | <b>Self-Efficacy in Enlisting Social Resources</b> |
| <i>Students are able to set their own academic goals and deadlines, and are also capable of tracking their own progress and identifying steps they need to take to reach those goals. They regularly share their progress with an adult and reflect on their accomplishments.</i> | <b>Academic Goal Achievement</b>                   |

# 1. Self-Management

Develop self-awareness and self-management skills essential for mental health."

| Outline   | Early Elementary (EE) (K-2)  | Late Elementary (LE) (3-5)   | Intermediate (I) (6-8)   | Commencement (C) (9-12)  |
|---|--|--|--|--|
| <b>1A. Self-care to promote mental health and overall well-being.</b> | <p>1A. EEa. Individuals understand the benefits of eating healthy foods, mindfulness, getting enough sleep, being active both physically and socially as they relate to overall health and well-being.</p>   | <p>1A. LEa. Individuals begin to assume responsibility of self-care behaviors (rest, relax, mindfulness, hygiene, exercise, food, friend choices and creative activities) to maintain and/or improve overall health and well-being.</p> <p>1A. LEb. Individuals identify characteristics of a mentally and emotionally healthy person and explain what it means to be mentally or emotionally healthy.</p> | <p>1A. Ia. Individuals (Health Triangle; See - Glossary). describe the interrelationships of emotional, intellectual, physical, and social health in adolescence</p> <p>1A. Ib. There are many factors that can influence one's mental health, including family, nvironment, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture and community.</p> <p>1A. Ic. Recognition of one's strengths and weaknesses is integral to maintaining and improving overall health.</p> <p>1A. Id. Individuals can take action (individually or with support) to positively impact their own mental health.</p> <p>1A. Ie. Individuals can develop coping skills to work through challenging situations.</p> | <p>1A. Ca. Individuals who are mentally and emotionally healthy use self-care to promote mental health and overall well-being (Dimensions of Health, SPIES Model; See Glossary).</p> <p>1A. Cb. There are many factors that can influence an individual's mental health, including family, environment, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture and community.</p> <p>1A. Cc. Recognition of one's strengths and weaknesses is integral to maintaining and improving overall health.</p> <p>1A. Cd. Individuals can take action (individually or with support) to positively impact their own mental health.</p> <p>1A. Ce. Individuals can develop coping skills to work through challenging situations.</p> <p>1A. Cf. There are connections between mental illness or challenges, substance use, and trauma. experiences.</p> |
| <b>1B. Resiliency</b>   | <p>1B. EEa. Individuals identify their own positive physical, social, and mental characteristics and those of others.</p> <p>1B. EEb. Individuals set reasonable goals and develop strategies to work toward them and assess the outcomes of experiences to build resiliency.</p> <p>1B. EEc. Failures and challenges may be beneficial learning experiences that help individuals learn and grow.</p> | <p>1B. LEa. Self-esteem is the opinion a person has of him/herself and can change over time.</p> <p>1B. LEb. Individuals' self-esteem can be influenced by many internal and external factors.</p> <p>1B. LEc. Failures, difficulties and non-successes often provide individuals with learning experiences.</p>   | <p>1B. Ia. Individuals' self- esteem is developed over time and can be influenced by many internal and external factors.</p> <p>1B. Ib. Individuals can enhance their self- esteem by participating in activities that make them feel good about themselves or increase their confidence.</p> <p>1B. Ic. Resilience is the ability to bounce back from adversity, failures, and difficulties.</p> <p>1B. Id. Individuals can build resilience by working through adversity and they can build it by communicating with others who have been through similar experiences.</p> <p>1B. Ie. Failures and challenges may be beneficial learning experiences that provide individuals with opportunities for growth.</p>                         | <p>1B. Ca. Individuals' self- esteem is developed over time and can be influenced by many internal and external factors.</p> <p>1B. Cb. Individuals can enhance their self- esteem by participating in activities that make them feel good about themselves or increase their confidence.</p> <p>1B. ICc. Individuals who are mentally healthy have positive self- esteem.</p> <p>1B. Cd. Individuals can overcome difficult situations by using resiliency / skills to help improve one's mental health wellness. 1B. Ce. Failures and challenges may be beneficial learning experiences that provide individuals with opportunities for growth.</p>  |
| <b>1C. Feelings</b>   | <p>1C. EEa. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last.</p> <p>1C. EEb. Individuals identify appropriate ways to express and deal with feelings.</p>  | <p>1C. Lea. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last.</p> <p>1C. LEb. Individuals describe the relationship between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self- care and can impact mental health.</p>     | <p>1C. Ia. Individuals experience a full range of emotions and can learn to recognize them and predict their normal course.</p> <p>1C. Ib. Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self- care and can impact mental health.</p>  | <p>1C. Ca. Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self- care and can impact mental health.</p>  |

## 2. Relationships

Develop healthy relationships to promote mental health.

| Outline                                    | Early Elementary (EE) (K-2)  | Late Elementary (LE) (3-5)   | Intermediate (I) (6-8)   | Commencement (C) (9-12)   |
|--|--|--|--|---|
| <b>2A. Communication Skills</b>            | <p>2A. EEa. Communication is the sharing of information and involves giving and receiving information, ideas, and opinions.</p> <p>2A. EEb. Individuals can use body language and tone of voice as important parts of communication.</p> <p>2A. EEc. Social connections to one or more close individuals are important to the promotion and maintenance of mental health.</p>            | <p>2A. LEa. Communication is expressed verbally and non-verbally.</p> <p>2A. LEb. Individuals' body language and tone of voice can influence the words being spoken.</p> <p>2A. LEc. Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.</p> <p>2A. LEd. Social connections to one or more close individuals are important to the promotion and maintenance of mental health.</p> | <p>2A. Ia. Healthy communication skills help to maintain overall health.</p> <p>2A. Ib. Individuals can develop healthy communication skills through role modeling and authentic practice.</p> <p>2A. Ic. Individuals' use of body language and tone of voice are important parts of communication.</p> <p>2A. Id. Individuals can learn healthy way to express all emotions to promote health enhancing behavior, support relationships and reduce conflicts.</p> <p>2A.Ie. Individuals can learn healthy ways to use social media and technology; one must develop a balanced approach to their technology use which can impact mental health.</p> | <p>2A.Ca. Healthy communication skills help to maintain overall health.</p> <p>2A.Cb. Individuals can learn healthy ways to express all emotions to promote health enhancing behavior, support relationships and reduce conflicts.</p> <p>2A.Cc. Individuals can learn healthy ways to use social media and technology; one must develop a balanced approach to their technology use which can impact mental health.</p> <p>2A. Cd. Individuals recognize the importance of silence in conversation. It can demonstrate listening and thoughtfulness.</p> |
| <b>2B. Empathy, Compassion, Acceptance</b> | <p>2B. EEa. Individuals understand the meanings of empathy, compassion and acceptance and how to express them appropriately.</p> <p>2B. EEb. Individuals identify characteristics of healthy family relationships.</p> <p>2B. EEc. Individuals identify characteristics of healthy peer relationships.</p> <p>2B. EEd. Individuals identify personal space and boundaries of others.</p> | <p>2B. LEa. Empathy, compassion, and acceptance of differences are essential components of healthy relationships.</p> <p>2B. LEb. Individuals explain the importance of respecting personal space and the boundaries of others.</p>  | <p>2B. Ia. Demonstrating empathy, compassion and acceptance for others is an important aspect of healthy relationships. It can benefit one's overall mental health as well as the health of those around them.</p> <p>2B. Ib. Respecting the experiences of others, accepting differences and establishing healthy boundaries are all part of balanced mental health.</p> <p>2B. Ic. Demonstrating empathy, compassion and acceptance can support others who are dealing with mental health issues and is important towards reducing stigma.</p>   | <p>2B. Ca. Demonstrating empathy, compassion and acceptance for others is an important aspect of healthy relationships. It can benefit one's overall mental health as well as the health of those around them.</p> <p>2B. Cb. Respecting the experiences of others, accepting differences and establishing healthy boundaries are all part of balanced mental health.</p> <p>2B. Cc. Demonstrating empathy, compassion and acceptance can support others who are dealing with mental health issues and is important towards reducing stigma.</p>          |
| <b>2C. Gratitude, Forgiveness</b>          | <p>2C. EEa. Individuals understand the meaning of gratitude (a feeling of appreciation or thanks) and how to express it.</p> <p>2C EEb. Individuals understand the meaning of forgiveness and that, when warranted, forgiveness is a healthy part of moving forward after a negative experience.</p>   | <p>2C. LEa. Gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, are relationship building skills that individuals can learn/foster and may provide benefit for one's mental health.</p>   | <p>2C. Ia. Demonstrating (a feeling of appreciation or thanks) gratitude and forgiveness, when warranted, can benefit one's own health as well as the health of those around them.</p>   | <p>2C. Ca. Demonstrating gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, can benefit one's overall mental health as well as the health of those around them.</p>   |

### 3. Resource Management

Develop skills to utilize personal and community resources related to mental health. Know what, when, where and how to ask for help for self and others.

| Outline  | Early Elementary (EE) (K-2)  | Late Elementary (LE) (3-5)  | Intermediate (I) (6-8)   | Commencement (C) (9-12)  |
|--|--|---|--|--|
| <b>3A. What to ask for help for self and others</b>  | 3A.EEa. Individuals recognize that sharing feelings is a healthy action.   | 3A. LEa Individuals recognize that sharing feelings is a healthy action.  | 3A. Ia. Individuals recognize that sharing feelings is a healthy action.<br>3A. Ib. Individuals can describe the warning signs, risk factors, and protective factors for depression, anxiety eating disorders, and suicide.<br>3A. Ic. Individuals understand how the above and other mental health concerns reflect unhealthy manifestations of otherwise “normal” mental functions, and that proven strategies exist for improving various mental functions.<br>3A. Id. Experiencing trauma can impact one’s mental health but early recognition and intervention can have a positive impact on one’s experiences. | 3A.Ca. Individuals recognize that sharing feelings is a healthy action.<br>3A.Cb. Individuals can describe the warning signs, risk factors, and protective factors for depression, anxiety, psychosis, eating disorders, and suicide.<br>3A.Cc. Individuals understand how the above and other mental health concerns reflect unhealthy manifestations of otherwise “normal” mental functions, and that proven strategies exist for improving various mental functions.<br>3A. Cd. Recognition of a mental health issue is an initial step towards getting help for self and others.<br>3A. Ce. Experiencing trauma can impact one’s mental health but early recognition and intervention can have a positive impact on one’s experiences. |
| <b>3B. When to ask for help for self and others</b>  | 3B. EEa. Individuals will be encouraged to recognize the difference between a situation that requires immediate attention and one that can wait.<br>3B. EEb. Individuals will develop the ability to know when help is needed and when it is not needed to make a decision related to mental and emotional health. | 3B. LEa. Individuals will recognize the difference between a situation that requires immediate attention and one that can wait.<br>3B. LEb. Individuals can decide when help is needed and when it is not needed to make a decision related to mental and emotional health. | 3B. Ia. Individuals acknowledge that there are issues that cannot be managed independently and require support/assistance.<br>3B. Ib. Individuals understand that if symptoms of mental illness/challenges affect relationships, responsibilities, and recreation of self or others, individuals need to seek help.  | 3B. Ca. Individuals understand that if symptoms of mental illness/challenges affect relationships, responsibilities, and recreation of self or others, individuals need to seek help.  |
| <b>3C. Where to ask for help for self and others</b> | 3C. EEa. There are safe, trusted adults in school and at home to help individuals with their mental health needs.  | 3C. LEa. There are safe, trusted adults in school and at home, as well as within the community, to help individuals with their mental health needs.   | 3C. Ia. Many trusted adults and community resources are available to help individuals with their mental health needs.<br>3C. Ib. Individuals identify helpful personal, family and community resources that can help self and others.  | 3C. Ca. Many trusted adults and community resources are available to help individuals with their mental health needs.<br>3C. Cb. Individuals identify helpful personal, family and community resources that can help self and others.  |
| <b>3D. How to ask for help for self and others</b>   | 3D. EEa. Individuals identify characteristics of a trusted adult in school and at home; this is the first step in accessing help.<br>3D. EEb. Individuals identify trusted adults with whom they can share feelings.   | 3D. LEa. Individuals identify characteristics of a trusted adult in school, at home, and in the community; this is the first step in accessing help.<br>3D. LEb. Individuals identify trusted adults with whom they can share feelings.                                     | 3D. Ia. Individuals analyze the influences of views on mental health and mental illness (self, family, peers, culture, society, media, etc.)<br>3D. Ib. Effective communication and self-advocacy skills are necessary in order to obtain appropriate mental health resources for self and others.   | 3D. Ca. Individuals analyze the influences of views on mental health and mental illness (self, family, peers, culture, society, media, etc.)<br>3D. Cb. Effective communication and self-advocacy skills are necessary in order to obtain appropriate mental health resources for self and others. 3D. Cc. Individuals evaluate valid mental health resources and identify best methods for accessing them.  |