Life-Ready Leadership Curriculum & Credentials Toolkit

Introduction

What Are the Life-Ready Leadership Curriculum & Credentials?

What if every teen had the tools to build leadership skills and character, empowering them to navigate life's challenges and make a meaningful impact? The Life-Ready Leadership Curriculum & Credentials equip students with real-world learning experiences that cultivate essential skills for success, both now and after graduation.

Learners have the opportunity to earn up to eight micro-credentials, focusing on the individual micro-credentials most valuable to their growth or earning all eight to achieve the FranklinCovey Life-Ready Leadership Certificate. Credentials provide students with verifiable proof of their leadership skills, enhancing their employability, college applications, and overall readiness for post-graduation success.

Students earn each micro-credential by successfully completing a curriculum module. Each of the eight modules contains:

16 hands-on, collaborative essential lessons designed for peer facilitation, with optional extension activities to deepen learning and accommodate scheduling needs.	Flexible implementation options, including dedicated Leadership Development Time, interdisciplinary approaches, courses, or intensive programs.	Leadership Projects—driven by project-based learning methodology and student ideas for change—to enhance real-world application.	Digital tools including slides, student guides, and an online evaluation and credentialing system for seamless learning.	Digital and paper Leadership Portfolio tools to support students in documenting, reflecting on, and showcasing their leadership growth in a platform of their choice.

Video: *Get Started with Life-Ready Leadership Curriculum & Credentials*

Discover how the Life-Ready Leadership Curriculum & Credentials equip teens with essential leadership skills, empowering them to thrive in school, work, and beyond through real-world learning experiences.

What Are the Expected Outcomes of the Curriculum?

Curriculum Goal	Why it Matters

Cultivate Essential Skills for Employment, Enrollment, or Enlistment

Preparing students for life beyond high school means equipping them with both durable leadership skills and a clear postsecondary plan. According to LinkedIn[1], 89% of recruiters cite a lack of leadership skills or adaptability as a key reason hires don't succeed. Additionally, only 13% of students feel fully prepared to choose their path after high school[2].

This curriculum combines authentic leadership application, performance-based assessments, and a goal-achievement framework to help students develop essential skills for life after graduation. Students can earn up to eight micro-credentials and the FranklinCovey Life-Ready Leadership Certificate, providing them with valuable tools to verify their qualifications.

Develop the Whole Person Through a Focus on Connection and Positive Well-Being

Teenagers are experiencing an epidemic of loneliness, contributing to rising rates of depression, anxiety, and other mental health challenges[3]. Research shows that when students prioritize their well-being, they make better decisions, achieve higher academic success, and are more likely to pursue postsecondary opportunities with confidence.

This curriculum takes a holistic approach to leadership development, emphasizing collaboration, social connection, and emotional resilience. Through engaging, interactive learning experiences, students build strong relationships and cultivate the skills needed to navigate both personal and professional challenges.

Empower Students to Lead, Collaborate, and Innovate

When students are empowered to take ownership of their learning and contribute to their school community, they become more engaged and motivated. However, research shows that nearly 75% of high school students feel negatively about school[4]. This underscores the urgency for a more student-centered approach. Empowering students as leaders and trusted collaborators fosters a sense of ownership, community, and purpose—key drivers of a positive school culture.

This curriculum places students at the center of their leadership journey through peer-facilitated lessons, collaboration, and real-world problem solving. By designing and leading Leadership Projects that address authentic challenges in their lives and communities, students develop confidence, agency, and the skills to create meaningful change—both in their schools and beyond.

What's Included?

Eight Curriculum Modules

The eight curriculum modules, each containing 16 lessons, are anchored in the Student Leadership Portrait™ and focus on developing key skills for success now and after high school. The modules are powered by award-winning leadership content such as *The 7 Habits of Highly Effective People®*, the *4 Disciplines of Execution®*, The Speed of Trust, and The 4 Roles of Great Leaders.

Module	Module Description	Essential Question	Leadership Competencies	Content Connection
Living the 7 Habits (MICRO-CREDENTIAL)	Learn the tools needed to take on challenges, shape a positive mindset, build strong relationships, and achieve personal growth.	How do I want to be more effective and how can the 7 Habits® help me grow?	Continuous Improvement Metacognition Self-Awareness Adaptability	*The 7 Habits of Highly Effective People*
Achieving Goals (MICRO-CREDENTIAL)	Prepare for the journey after graduation by mapping dreams, setting concrete goals, and learning to persevere through obstacles.	What are my postsecondary plans and what goal can I pursue now to support that vision?	Planning Ahead Goal Setting Accountability Perseverance	Habit 2 *4 Disciplines of Execution*
Strengthening Wellness (MICRO-CREDENTIAL)	Promote wellness by focusing on the body, mind, heart, and spirit; developing strategies to manage stress; and creating a personalized plan for daily renewal.	What is a personal wellness challenge I face and what strategies can help me improve?	Renewal Balance Emotion Regulation Time Management	Habit 1 Habit 3 Habit 7
Finding Your Voice (MICRO-CREDENTIAL)	Discover unique strengths, cultivate passions, and define core values—all in service of making meaningful contributions that matter most.	What is a contribution I want to make, and how can I use my voice to achieve success in that effort?	Talent Application Passion Cultivation Values Clarification Initiative	Habit 1 Habit 2 The 8th Habit®
Developing High-Trust Relationships (MICRO-CREDENTIAL)	Strengthen an important relationship by considering the Emotional Bank Account and practicing high-trust behaviors.	What relationship in my life can be strengthened and what specific actions can I take to build trust?	Understanding Trust Courage and Consideration Abundance Mindset	Emotional Bank Account Habit 4 Habit 5 The Speed of Trust
Contributing to the Community (MICRO-CREDENTIAL)	Fuel action with empathy by identifying needs, envisioning change, and engaging with others to make a positive difference.	What is a community problem that matters to me and what strategies can I use to address it?	Problem Solving Global Awareness Service-Mindedness Community Engagement	Habit 1 Habit 6 The 8th Habit
Succeeding With People (MICRO-CREDENTIAL)	Develop communication and collaboration skills by listening with heart, speaking clearly, and seeking mutually beneficial solutions.	How can I use my interpersonal strengths and continuously improve my communication and collaboration skills?	Listening Verbal Expression Creative Cooperation Resolving Conflicts	Habit 4 Habit 5 Habit 6
Leading Teams (MICRO-CREDENTIAL)	Contribute to a team by building trust, creating a shared purpose, setting collective goals, and empowering everyone—including yourself—to unlock the team's full potential.	How can I develop my leadership skills using The 4 Roles of Great Leaders to strengthen a team that I am a part of?	Cultivating Trust Sharing Purpose Aligning Teams Empowering Potential	The 4 Roles of Great Leaders

Earn Leadership Micro-Credentials

Each curriculum module offers the opportunity to earn a micro-credential and showcases specific skills and competencies, providing students with a competitive advantage when applying to postsecondary institutions, employers, or recruiters. A micro-credential is a specialized, focused certification that verifies knowledge and proficiency in various leadership competencies. Each micro-credential includes 5.5 hours of collaborative classroom instruction and may involve additional time outside of the classroom dedicated to completing a Leadership Project. Ideally, Leadership Projects are integrated into students' existing commitments and interests.

Earning credentials from FranklinCovey Education signifies that educators and experts closest to the learner have certified the student as demonstrating the skills and leadership competencies defined in each module.

Living the 7 Habits
MICRO-CREDENTIAL

Achieving Goals
MICRO-CREDENTIAL

Strengthening Wellness
MICRO-CREDENTIAL

Finding Your Voice
MICRO-CREDENTIAL

Developing High-Trust Relationships
MICRO-CREDENTIAL

Contributing to the Community
MICRO-CREDENTIAL

Succeeding With People
MICRO-CREDENTIAL

Leading Teams
MICRO-CREDENTIAL

Achieve a Culminating Leadership Certificate

Students who earn all eight micro-credentials receive the FranklinCovey Life-Ready Leadership Certificate. As part of their postgraduate plans, they can share their earned micro-credentials and certificates from FranklinCovey, an internationally recognized leader in workforce readiness, to showcase their skills and enhance their career opportunities.

Video: *Micro-Credentials and Certificates*

Learn how earning micro-credentials validates students' leadership skills and enhances their future opportunities, from college applications to career readiness.

MICRO-CREDENTIALS & CERTIFICATES

Why Micro-Credentials and Certificates?

Benefits for Schools and Districts

Micro-credentials provide schools and districts with a powerful tool to drive meaningful change and foster a culture of leadership, engagement, and collaboration that positively impacts the entire school community.

By aligning educational goals across multiple areas, these credentials offer individual and school benefits. They:

- Help students earn **credits toward high school graduation**, such as satisfying credits for college and career preparation coursework, a district-created elective course, completion of Career and Technical Education (CTE) pathways, and more.
- Provide more opportunities for **recognizing student achievements** in leadership with Leadership Showcases, graduation cords, and more.
- Align micro-credential completion with **service-learning hours**.
- Align with district or state requirements for **postsecondary planning**.
- Use curriculum learning experiences to uniquely **address individual student, class, or school needs**.

Opportunities for Students

Micro-credentials offer students a powerful way to demonstrate specific skills and competencies to postsecondary institutions, employers, and recruiters. This visibility not only enhances postsecondary plans but also showcases a commitment to lifelong learning and personal growth. Students can leverage micro-credentials to:

- Enhance **transcripts, college applications, and job applications** by providing institutions with verifiable evidence of their skills and accomplishments.
- Strengthen interviews by highlighting key achievements on **Leadership Portfolios and résumés**.
- Build a professional and credible **social media profile** that effectively showcases their expertise and competencies.
- Elevate **personal statements or essays** with concrete examples that demonstrate readiness for postsecondary opportunities.
- Demonstrate ongoing growth and commitment to learning at **networking events or Leadership Showcases**.

Portable Credentials

Our curriculum offers students the opportunity to earn credentials that are not only valuable within their high school educational framework but also portable across various platforms. Each downloadable credential contains detailed student metadata and is packaged for easy upload into a wide range of external platforms, such as LinkedIn badges, endorsements accompanying transcripts, and other digital wallet systems, ensuring that students can showcase their achievements effectively wherever their educational journey takes them.

How are Learning Experiences Structured?

Module Structure

Built on project-based learning methodology, each of the 16 structured lessons guides teachers through a simple, easy-to-follow process for hands-on student engagement. The modules include experiences for students to Design, Do, and Demonstrate, culminating in a Leadership Project that allows students to apply what they've learned in a real-world context.

◆ Design

Lessons 1–3 introduce the essential question, engage learners in understanding the relevance of the content, and connect learning to real-world experiences through the design of a problem statement.

● Do

Lessons 4–13 immerse students in foundational leadership concepts through meaningful, project-based learning. Students conduct further research on their projects, take action, and reflect on their application of leadership competencies.

■ Demonstrate

Lessons 14–16 encourage students to create a final product that showcases their learning and impact. They also have the chance to receive multi-perspective feedback, earn a micro-credential, and share insights gained from their experiences.

Facilitator Planning

Start the Learning

Define the Problem

Learn about Leadership

Research Solutions

Take Action

Reflect on Growth

Develop a Final Product

Evaluate the Leadership Project

Share the Impact

Video: *Learning Design*

Explore the structure of the Life-Ready Leadership Curriculum & Credentials, where every module guides students through a journey of discovery, hands-on learning, and real-world application, all while fostering peer collaboration.

LEARNING DESIGN

Module Overview Example

Design

Get started with the module in collaboration with your teacher and classmates. Work as individuals or small groups to answer the essential question.

What are my postsecondary plans and what goal can I pursue now to support that vision?

Define a real-life postsecondary goal you want to address by writing a **problem statement**.

EXAMPLE PROBLEM STATEMENT:

<u>I am</u> a 9th grade student <u>who will</u> explore different career options and interests <u>so that</u> I can identify a path that aligns with my strengths and hopes for my future.

Do

Learn about leadership with and from peers, specifically focusing on:

- Planning Ahead
- Goal Setting
- Accountability
- Perseverance

Research solutions by asking and answering questions related to the Leadership Project.

Design and **take action** on a plan that helps you accomplish what you described in your problem statement.

Reflect on your leadership development, specifically focusing on:

- Planning Ahead
- Goal Setting
- Accountability
- Perseverance

Demonstrate

Develop a final product—like a video, presentation, podcast etc.—to demonstrate your personal leadership growth and the impact your Leadership Project had on you and others.

Evaluate the Leadership Project and seek feedback from teachers, peers, and experts you've interacted with during your project. This step provides the opportunity to earn a FranklinCovey Micro-Credential.

Share the impact and celebrate. Use micro-credentials to demonstrate specific skills and competencies to potential postsecondary institutions, employers, or recruiters.

Achieving Goals

MICRO-CREDENTIAL

Watch a Leadership Project in action.

When Do We Implement the Curriculum Within Our Schedule?

Flexible Implementation Options

The curriculum offers flexible scheduling options designed to fit various schedules and learning contexts. Choose the approach that best aligns with your goals and student needs, ensuring all students access to meaningful leadership learning.

How does this work? Flexible lesson pacing and Leadership Project scope allow modules to be completed intensively over several days or spread across a semester, adapting to the needs of your schedule and students. While each module is designed for a minimum of 5.5 hours of classroom instruction, Essential Lessons aim to minimize traditional seat time, and optional Extension Activities cater to longer class periods or block schedules.

Recommended

Leadership Development Time

Incorporate leadership learning into daily schedules for at least 20 minutes—such as during advisory, What Everyone Needs (WIN) time, or extended homerooms—making leadership development an integrated and achievable part of every student's high school experience.

Alternates

Interdisciplinary

Align leadership learning with existing coursework and programs—such as Career and Technical Education (CTE), extracurricular activities, and job experiences—enhancing real-world application and relevance.

Course

Offer immersive, focused leadership learning with flexible content and project scope during 40-, 60-, or 90-minute class periods, allowing for deep engagement and focused skill development.

Intensive

Provide an accelerated learning option for groups of students to earn micro-credentials quickly. Ideal as an add-on option to help more students earn the eight micro-credentials required to achieve the FranklinCovey Life-Ready Leadership Certificate.

The Role of Scheduling and Pacing

Scheduling and pacing are key to organizing effective learning experiences. **Scheduling** determines when and for how long learning experiences take place, such as deciding the specific days and times within a school schedule. **Pacing** refers to how quickly content is delivered, often with consideration for depth and complexity. For example, you could schedule five lessons over 5 days (scheduling), but pace them to be covered more slowly over 5 weeks or more quickly in one week (pacing). Effective scheduling provides the structure for pacing, while pacing ensures content is delivered at the right speed to support student understanding.

TIME FOR LEADERSHIP LEARNING

Video: *Time for Leadership Learning*

Get creative with flexible scheduling options for implementing leadership learning, and discover how even small investments of time can yield significant outcomes for your students' growth and success.

Video: *Facilitator Planning*

Master the art of scheduling and pacing the Life-Ready Leadership Curriculum & Credentials, customizing lessons and activities to meet your students' needs and ensure effective leadership learning.

FACILITATOR PLANNING

Recommended Scheduling and Pacing

	Leadership Development Time
Description	Incorporate leadership learning into daily schedules for at least 20 minutes—such as during advisory, WIN time, or extended homerooms—making leadership development an integrated and achievable part of every student's high school experience.
Recommended Scheduling	Schedule at least 20 minutes of daily Leadership Development Time, with 1–2 curriculum lessons per week within this recommended 5-day schedule.
Recommended Pacing	Use 16 essential 20-minute lessons: one lesson on Day 1, with additional lessons on the second scheduled day.
Number of Possible Micro-Credentials Earned	One micro-credential per 16-week semester, up to two micro-credentials per school year.
Benefits	Integrates leadership into daily student life, offering all students access to leadership development. Completing two modules per year gives students a path toward earning the Life-Ready Leadership Certificate.
Considerations	Ensure Leadership Development Time is allocated within the school schedule. Consider how to align micro-credentials with graduation requirements in ways that are meaningful to students and teachers in your district or state, ensuring leadership development becomes a key component of students' education.

Sequence Modules for All Learners in Leadership Development Time

Follow our suggested sequence for 9th through 12th grade students in Leadership Development Time, or configure modules according to your school, district, or state priorities. In this suggested path, learners complete two modules per year, each consisting of 16 lessons and one Leadership Project. By completing two modules annually, all students have the opportunity to earn the FranklinCovey Life-Ready Leadership Certificate by graduation.

Grade		
9th Grade	Living the 7 Habits	Achieving Goals
10th Grade	Strengthening Wellness	Finding Your Voice
11th Grade	Developing High-Trust Relationships	Contributing to the Community
12th Grade	Succeeding With People	Leading Teams

Learn more about effective Leadership Development Time.

Discover practical strategies for integrating leadership into your secondary school schedule.

Learn how to create meaningful Leadership Development Time and structure it effectively to achieve results.

Learn how to sequence the implementation of new modules over time with this planning resource.

Alternate Scheduling and Pacing Options

Explore these flexible implementation approaches to jumpstart leadership development or as a supplement to Leadership Development Time.

	Interdisciplinary	Course	Intensive
Description	Align leadership learning with existing coursework and programs, such as Career and Technical Education (CTE), extracurricular activities, and job experiences, enhancing real-world application and relevance.	Offer immersive, focused leadership learning with flexible content and project scope during 40-, 60-, or 90-minute class periods, allowing for deep engagement and focused skill development.	Provide an accelerated learning option for groups of students committed to earning micro-credentials quickly. Ideal as an add-on option to help more students earn the eight micro-credentials required to achieve the FranklinCovey Life-Ready Leadership Certificate
Recommended Scheduling	Schedule the 20-minute Essential Lessons in the way that best aligns with other learning opportunities.	Flex the curriculum content for 40-, 60-, or 90-minute class periods by using 20-minute Essential Lessons plus Extension Activities, and providing more in-class time for collaboration for Leadership Projects.	Use summer, weekend, or field-trip time to give cohorts of students focused learning with a teacher or Leader in Me coach.
Recommended Pacing	Lessons can be delivered consecutively or over several weeks or extended throughout a semester.	Determine how many micro-credentials you hope for students to earn in one semester and pace learning accordingly.	Fast-paced, high-impact learning spread out over a short time frame, for example 2–5 days per module and micro-credential.
Number of Possible Micro-Credentials Earned	Varies, depending on the integration of leadership across disciplines.	Varies depending on period and course length. We recommend 2–3 modules for a 40-minute semester course.	Earn one micro-credential with each scheduled intensive.
Benefits	Reinforces leadership and employability skills in real-world contexts, aligning with students' other academic experiences	Provides dedicated time for immersive learning and engagement.	Rapid, focused learning that is ideal for students with specialized needs, such as those who are in leadership clubs, athletics, or academies, or are preparing for specialized opportunities.
Considerations	Consider how to best align the Leadership Project problem statement with a standard or goal of the existing class or program.	Depending on how this is scheduled, opportunities for leadership learning may be limited to a small group of students.	This option may be best suited for highly engaged or motivated students. Consider how to design an approachable experience for students of all abilities and engagement levels.

What Materials Support Learning?

Digital and Printed Teaching and Learning Materials

Access facilitator and student guides in print or digital formats, or choose a blended approach based on your needs.

Facilitator Resources

The facilitator guide includes the introductory toolkit and resources for all eight modules, offering module overviews, planning tools, and simple-to-use facilitation notes designed for adult educators and student peer facilitators. Digital and printed formats are available.

DIGITAL FACILITATOR NOTES AND SLIDES

Access facilitation notes and lesson slides online with built-in slide previews, embedded videos, and student material links.

PHYSICAL FACILITATOR GUIDES

Support instruction with printed facilitator notes. Purchase physical guides from UP at admin@upthestatusquo.org.

Student Learning Resources

Each module includes a student guide that offers a step-by-step roadmap for navigating each module and provides tools for skill development, guided reflection, project planning, and evaluation. Digital and printed formats are available.

DIGITAL STUDENT GUIDE OPTIONS

Students can use the digital student guide resources that are included in membership in two ways:

- **Digital Student Guide on Leader in Me Online:** Students can access digital student guides when assigned to a student group in the Leader in Me Online Student Portal.
- **Editable Digital Student Guides:** Download editable PDFs from Leader in Me Online. Print copies for students or use the resources in your Learning Management System, like Google Classroom or Canvas.

PHYSICAL STUDENT GUIDES

Support learning with printed student resources. Purchase student guides from UP at admin@upthestatusquo.org.
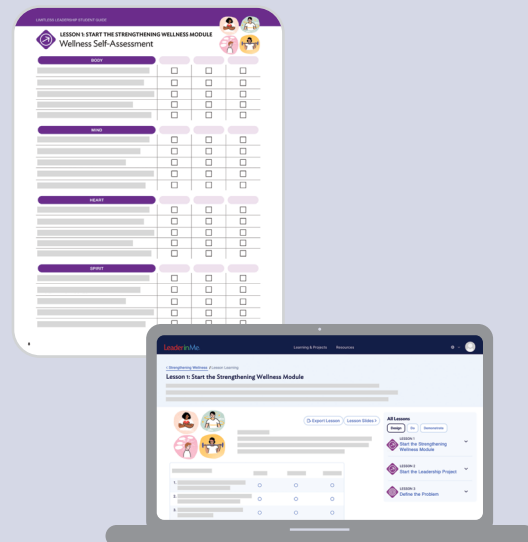
The facilitator guide provides links to digital versions of the student resources. Editable PDF versions of the student guide are marked with a printer icon (🖶), while the digital resources available on Leader in Me Online are indicated by a mouse icon (🖰).

Instructional Design

What Framework Guides the Learning in this Curriculum?

The Student Leadership Portrait

The Leader in Me Student Leadership Portrait highlights the 16 leadership competencies students cultivate as they learn, apply, and internalize leadership learning. Each curriculum module and micro-credential is designed to address four competencies or sub-competencies from this framework. Our ultimate goal is to ensure every Leader in Me graduate possesses the personal and interpersonal competencies essential for life readiness.

Curriculum Scope and Sequence

To explore how competencies are woven throughout this curriculum, access the module-specific scope and sequence in each module overview or view the full Life-Ready Leadership Curriculum & Credentials Scope and Sequence on Leader in Me Online.

Curious about how learning progresses from early childhood through grade 12? Discover how competencies spiral across developmental stages by exploring the Early Learning through Level 12 Scope and Sequence collection.

LEAD OTHERS
Cultivate Trust • Share Purpose
Align Teams • Empower Potential

Interpersonal Effectiveness

Relationship Building • Empathy
Communication • Collaboration

Heart • Spirit
Whole Person
Body • Mind

Responsibility • Vision
Prioritization • Higher-Order Thinking

Personal Effectiveness

Develop Strengths • Achieve Goals
Actively Contribute • Foster Wellness

LEAD SELF

What Strategies Are Used to Promote Active Learning?

Project-Based Learning Methodology

Life-Ready Leadership Curriculum & Credentials use a project-based learning approach to leadership development.

What Is Project-Based Learning (PBL)?

PBL is a dynamic approach to education that fosters critical thinking, collaboration, and problem-solving skills in the context of a real-world problem. This student-led learning methodology encourages student engagement and motivation by allowing learners to take ownership of their projects, resulting in a meaningful and relevant educational journey. The module scope and sequence offers an engaging, accessible framework for students to plan and implement their projects while providing educators with a strong, flexible structure.

Why Take a Project-Based Learning Approach to Leadership Development?

PBL is ideal for leadership development because it uses an inquiry-based format that offers students hands-on experiences. Through this approach, students gain practical knowledge and develop essential leadership skills while addressing real-world challenges in their communities and lives.

What Are Leadership Projects and How Do I Facilitate Them?

Leadership Projects immerse students in real-world challenges, ignite engagement, and prepare them for real-life problem solving. Use the tips in this Toolkit and the Essential Lessons Facilitation Notes to effectively implement engaging Leadership Projects in your classroom through a project-based learning approach. The 16 lessons in each module's scope and sequence provide cycles of implementation accompanied by support, examples, extensions, and processes to ensure a smooth and successful rollout.

▶ **Explore Leadership Project examples.**

Living the 7 Habits	**Achieving Goals**	**Strengthening Wellness**	**Finding Your Voice**
MICRO-CREDENTIAL	MICRO-CREDENTIAL	MICRO-CREDENTIAL	MICRO-CREDENTIAL
Developing High-Trust Relationships	**Contributing to the Community**	**Succeeding With People**	**Leading Teams**
MICRO-CREDENTIAL	MICRO-CREDENTIAL	MICRO-CREDENTIAL	MICRO-CREDENTIAL

The Empowered-Learning Approach

The 20-minute Essential Lessons provide the scaffold needed for students to learn leadership competencies and sub-competencies and effectively execute a Leadership Project.

Ignite Curiosity

Ignite Curiosity fills 5–10% of the learning time. Here, we activate learner thinking with a curious question, a content-connected wondering, or a short story or video that invites all learners to access some prior knowledge or experience related to the learning objective. Your role is to fire up wonder and build excitement.

Investigate

Investigate fills 45–50% of the learning time. Here, students are released to clearly laid-out learning tasks, games, or explorations. They are actively engaged, in most cases with others, in empowering activities where their voice and thinking propel new and deeper connections. Your role is to encourage and guide learner thinking and connections through posing questions and to help students enjoy the experience.
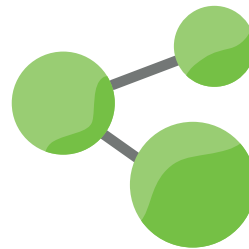
Invite Connections

Invite Connections fills 45–50% of the learning time. Here, student discoveries from the Investigate phase are shared, often in a whole-class format. Key prompting questions are designed to open the discussion and provide a structured time where students can share their comprehension of the learning target, or end in mind, and make real-life connections. Your role is to guide students to make their own connections.

Check out these resources to learn more about implementing Empowering Instruction strategies that promote student-led learning.

15

How Will We Measure Student Leadership Development?

Evaluate Leadership Growth Through Projects

The performance-based rubrics in this curriculum are designed to assess Leadership Projects rather than everyday student behavior, providing a more structured and objective evaluation of leadership development. Here's why:

- **Focused Application of Skills:** A Leadership Project provides a focused setting where students intentionally apply leadership skills, making it easier to assess specific competencies such as communication, problem solving, and teamwork.
- **Concrete Evidence:** Projects result in observable evidence—like a product or presentation—that showcases students' abilities, making it easier to objectively evaluate their skills and growth compared to the more variable nature of day-to-day behavior, which is often influenced by different contexts or moods.
- **Deeper Reflection:** Performance-based assessment allows students to reflect on specific actions and outcomes, leading to deeper learning and personal growth. This structured reflection is less likely to happen in day-to-day behavior assessments.

By evaluating a project, educators gain a more transparent, comprehensive picture of students' leadership development and readiness to apply these skills in real-world contexts.

Use Rubrics to Guide Leadership Development

Rubrics should be used throughout each module to guide learning, evaluate growth, and provide feedback at key stages. Here's how to use rubrics effectively throughout each module:

- **Introduction:** Present the rubric at the start to set clear expectations. Explain the criteria for success, emphasizing its role in the final micro-credential evaluation.
- **Guidance During Learning:** In Lessons 4–7, use the rubric to help students understand each leadership competency as they apply these skills to their Leadership Project problem statement.
- **Formative Assessment:** In Lessons 10–13, encourage students to self-assess and reflect using the rubric. In Lesson 14, guide students in using the rubric to ensure they have met all the criteria to complete their final project and provide feedback to support their growth.
- **Final Evaluation:** Use the rubric to evaluate students' final projects in Lesson 15. Optionally, invite peer or guest evaluators. Students who earn a score of 3 or higher will receive a micro-credential.
- **Post-Evaluation Review:** Review the rubric feedback with students, highlighting strengths and areas for improvement to foster reflection and ongoing leadership development.

LESSON 15: EVALUATE THE LEADERSHIP PROJECT
Strengthening Wellness Leadership Project Rubric

LEADERSHIP INSIGHT	BEGINNING (1)	EMERGING (2)	DEMONSTRATING (3)	EXCEEDING (4)	Points Earned
Renewal					
Emotion Regulation					
Time Management					
Balance					

PLUS	DELTA

Strengthening Wellness

LESSON 15: EVALUATE THE LEADERSHIP PROJECT
Strengthening Wellness Leadership Project Rubric (Continued)

LEADERSHIP INSIGHT	BEGINNING (1)	EMERGING (2)	DEMONSTRATING (3)	EXCEEDING (4)	Points Earned
Authenticity and Partners					
Reflection					
Quality and Creativity					

PLUS	DELTA

Total Points Earned
Divide total points earned by 7 to find the final average score.
Final Score

Understand the Rubric Rating Scales and Criteria
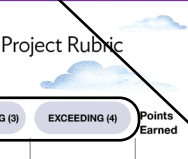
Each rubric aims to measure the student's ability to apply the knowledge, skills, and competencies they have learned through a **performance-based assessment**. This type of assessment focuses on evaluating how well students can perform specific tasks, solve real-world problems, and demonstrate their understanding through tangible outcomes within the context of a Leadership Project.

The **rubric rating scale** in the first row tracks the development of leadership abilities. The rating scale descriptors are:

- **Beginning (1):** There is little to no evidence of the student demonstrating a skill or competency within the Leadership Project.
- **Emerging (2):** Some evidence of the student demonstrating the skill or competency is present, but it is underdeveloped, unclear, or not fully connected to the essential question.
- **Demonstration (3):** Clear evidence of the student demonstrating the skill or competency, with a direct connection to the essential question, is present within the Leadership Project.
- **Exceeding (4):** The student goes above and beyond expectations, demonstrating the skill or competency with meaningful depth, providing insightful reflection and/or articulating significant impact through the application of new skills within the Leadership Project.

The **rubric criteria** in the first column outlines the specific student behaviors that evaluators should look for as observable evidence within the Leadership Project. Rubric criteria consistently includes:

- **Leadership Competencies:** Determine how each of the four leadership competencies or sub-competencies from the Student Leadership Portrait is explicitly demonstrated in the student's Leadership Project.
- **Authenticity and Partners:** Evaluate the extent to which the project demonstrates real-world relevance, personal connections, and meaningful engagement with authentic partners inside and outside the school.
- **Reflection:** Assess the depth and clarity of the student's reflection on their leadership growth, including specific examples of the project's impact and how it led to personal or collective improvement.
- **Quality and Creativity:** Measure the clarity, originality, and innovation in communication, as well as the application of effective problem-solving strategies to create a compelling final product.

Earn Leadership Micro-Credentials and Certificates on Leader in Me Online

Leader in Me Online offers a streamlined, consistent, and accessible platform for earning and managing micro-credentials. In order for students to earn FranklinCovey Micro-Credentials and the FranklinCovey Life-Ready Leadership Certificate, schools must utilize Leader in Me Online features, which include:

- **Learning Resources:** Access essential tools, templates, and guides—such as project guidelines, examples, rubrics, and instructional videos—needed to deepen understanding and prepare for evaluation.
- **Submission Portal:** Submit a link to the Leadership Project, showcasing evidence of learning, for evaluation and credentialing directly through the website.
- **Evaluation and Feedback:** Use the platform to facilitate rubric-based evaluations and provide structured feedback from evaluators.
- **Verification and Certification:** Track progress, confirm requirement completion, and issue official micro-credentials seamlessly.
- **Showcasing Achievements:** Use the digital credentialing system to display achievements publicly, such as in a digital wallet, professional social media account, Leadership Portfolio, and more.
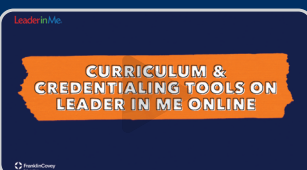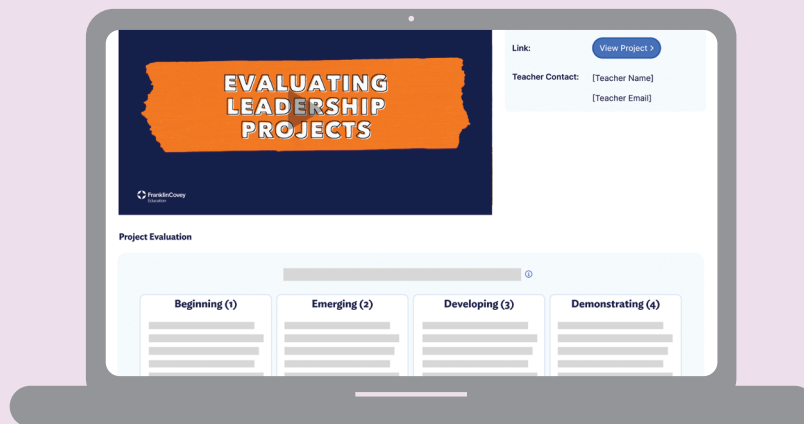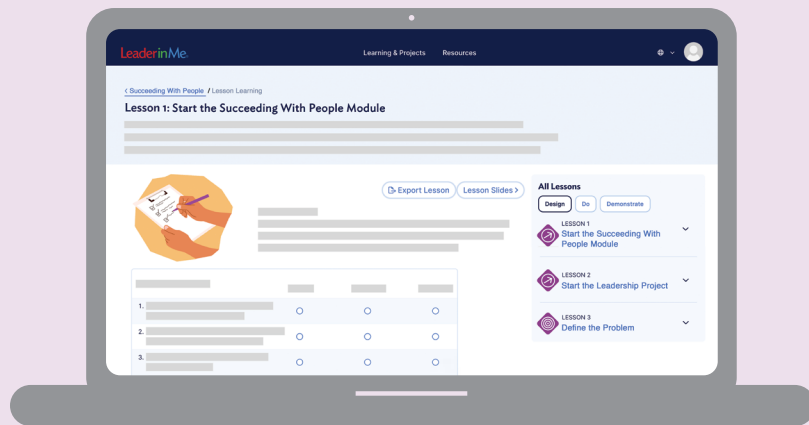
Video: _Curriculum and Credentialing Tools on Leader in Me Online_

Explore the powerful curriculum and credentialing tools available on Leader in Me Online to help students, teachers, and administrators seamlessly navigate resources, track progress, and manage the micro-credentialing process.

How Is the Curriculum Designed to Be Learner-Centered?

Designed for All Learners

Life-Ready Leadership Curriculum & Credentials meet the rigorous standards valued by industry and postsecondary institutions while ensuring accessibility for every student, recognizing that everyone can be a leader, and providing opportunities to differentiate the learning so all learners can succeed.

- **Engaging activities.** Empower students of all backgrounds and engagement levels to see themselves as leaders in their classrooms, schools, homes, and personal lives.
- **Collaborative lessons.** Adhere to universal design principles, ensuring access and success for all learners.
- **Differentiated learning approaches.** Go beyond traditional methods, allowing students to express their understanding through various mediums such as drawing or creating videos.
- **Leadership Projects.** Support students' growth by meeting them at their current stage of development, focusing on their unique needs, aspirations, and individual growth.
- **Assessment decisions.** Entrust educators closest to the learners to evaluate growth and determine if students are ready to earn micro-credentials, ensuring that assessments align with student progress and goals.

Support for Multilingual Students

Strength-based paradigms help us recognize our multilingual students' numerous cultural and linguistic experiences. We support multilingual students by translating the curriculum into multiple languages and providing additional guidance for educators.

Support for Leaders With Special Educational Needs

Students who learn and develop differently may require modifications to participate fully with their peers. While educators understand their students best, this resource offers special education practices for adapting the curriculum, providing support, and offering personalized accommodations for exceptional learners. Combine your teaching skills with the curriculum's flexibility to meet the needs of these students.

Strategies to Visually Engage a Global Teen Audience
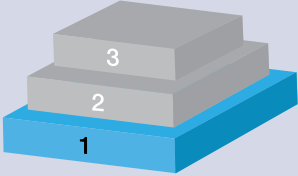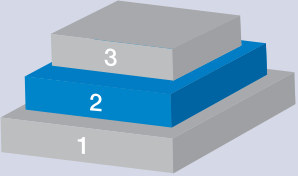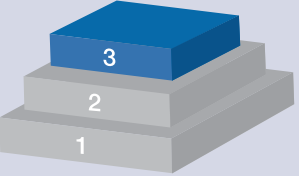
At FranklinCovey Education, we believe in celebrating differences, even in visual style. After surveying hundreds of teens, we discovered a fascinating truth: there isn't a one-size-fits-all visual style that resonates universally. Instead of settling on one look, we celebrated this response by collaborating with eight talented illustrators from around the globe. Each illustrator brings a unique perspective, ensuring the Life-Ready Leadership Curriculum & Credentials experience engages our global teen audience with a variety of vibrant visuals.

Tiered Systems of Support

The curriculum and micro-credentials are designed to align with a multi-tiered system of support (MTSS), offering differentiated instruction and flexible learning experiences that meet the many needs of all students. Three key factors—frequency, duration, and intensity—determine the level and type of support provided, ensuring each student receives the appropriate help to succeed. Learn more about how to align the Life-Ready Leadership Curriculum & Credentials with MTSS.
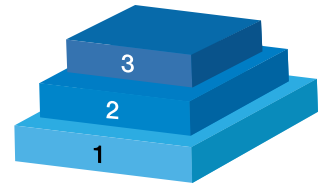
	TIER 1: UNIVERSAL SUPPORT *The core curriculum offers a strong foundation for 80–90% of learners, with clear learning targets, engaging hands-on activities, and collaborative project opportunities.*	TIER 2: TARGETED SUPPORT *For the 5–15% of students needing additional support, the curriculum design allows for scaffolding and targeted interventions, such as differentiated tasks, small-group work, and additional resources.*	TIER 3: INTENSIVE SUPPORT *For the 1–5% students requiring intensive interventions, the curriculum design allows for highly customized support, such as one-on-one instruction, modified tasks, and extended time for project completion.*
FREQUENCY *This refers to how often students receive interventions or support.*	Choose from flexible implementation options, like Leadership Development Time, semester courses, or integrated approaches, to ensure all students receive access to regular instruction and support.	Design more frequent interventions, such as small-group instruction 2 times per week or focused skill-building sessions using Extension Activities included in each lesson.	Provide frequent, individualized support, such as one-on-one sessions using the Essential Lessons, Extension Activities, or additional guidance in the development of Leadership Projects to address unique needs.
DURATION *This refers to how long each intervention or support lasts.*	Provide a minimum of 20 minutes for a minimum of 1–2 days per week for universal instruction as a part of the regular school day.	Provide support for a longer duration, such as extended small-group instruction for 10–20 additional minutes or provide extra time to complete tasks or reinforce skills.	Include more intensive, ongoing support, such as ongoing check-ins, extended sessions, or individualized plans that continue until students are able to achieve success.
INTENSITY *This factor refers to the depth or level of support provided.*	Support all learners in developing leadership skills and achieving personal growth with accessible, differentiated strategies. Promote engagement through student-created problem statements, and provide an opportunity to demonstrate learning in a personalized way.	Increase the intensity of support with targeted feedback, conferencing, or modified assignments to address specific student needs. Offer small-group instruction to provide more personalized attention to students.	Collaborate with specialists to provide instruction tailored to the student's challenges, ensuring they feel supported and empowered throughout the learning process.

Implementing the Life-Ready Leadership Curriculum & Credentials

What Are Leadership Projects and How Do We Create Them?

The 16 lessons in each module provide a structured path for developing a Leadership Project and earning a micro-credential through the Design, Do, and Demonstrate process.

Design | **Do** | **Demonstrate**

Design
- Facilitator Planning
- Start the Learning
- Define the Problem

Do
- Learn about Leadership
- Research Solutions
- Take Action
- Reflect on Growth

Demonstrate
- Develop a Final Product
- Evaluate the Leadership Project
- Share the Impact

Read on to learn more about each lesson and follow along with a student example from the Finding Your Voice Module.

Design

Facilitator Planning

Before the lessons begin, student and adult facilitators collaborate to review the module overview. Together, they:

- Explore key concepts included in the module.
- Access facilitator and learner resources, including facilitator notes, student guides, and optional slides.
- Plan for effective learning by scheduling the dates of Essential Lessons and optional Extension Activities.

> In this example, the class period is 40 minutes for one day a week. The student and adult facilitators have selected one Extension Activity to add on to the Essential Lesson.

LIFE-READY LEADERSHIP CURRICULUM & CREDENTIALS FACILITATOR GUIDE

FACILITATOR PLANNING TOOL

Use this planning tool to view the module scope and sequence, schedule lesson dates, and clearly communicate key Leadership Project milestones to students. During Lesson 2: Start the Leadership Project, share the milestone dates listed in the table below.

Essential Lessons are important experiences that guide students to design a problem statement, do actionable steps in response to the essential question, and demonstrate the module's competency targets through a Leadership Project.

Extension Activities offer an opportunity to deepen students' learning and understanding of module content. They enhance leadership content knowledge and provide additional opportunities for collaboration, feedback, and reflection.

Consider the following questions to assist with planning the module pace.

How long is each class period or block? Consider the length of class periods to determine how to utilize the optional Extension Activities. For example, a 20-minute class period will allow for one lesson per period. A 40-minute class period may allow for one Essential Lesson and one Extension Activity or two Essential Lessons.

How many weeks will the module take to complete? The frequency of class meetings will determine how long each module will take. For example, if you meet once a week, and complete one lesson per class meeting, the 16 lessons will take 16 weeks. If the class meets 4 times per week, the module will take 4 weeks to complete.

How will the Extension Activities support our class or school goals? Be sure to balance time constraints with student needs, and browse the content in this guide to gain a clear understanding of the experiences offered in the Extension Activities.

Module Scope and Sequence

DESIGN

End in Mind	List the date for the 20-Minute Essential Lesson	List the date for the 20-Minute Optional Extension Activity 1	List the date for the 20-Minute Optional Extension Activity 2
Lesson 1: Start the Finding Your Voice Module *I can consider a contribution I want to make and how I can use my voice to achieve success in that effort.*	1/7	1/9	✕
Lesson 2: Start the Leadership Project *I can identify Leadership Project milestones.*	1/14	✕	1/16
Lesson 3: Define the Problem *I can write an authentic problem statement that describes a contribution I hope to make and how I can use my voice to achieve success in that effort.* Share date with students	1/21	1/23	✕

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Start the Learning

Lesson 1 kicks off the module by introducing the essential question and inviting students to begin to identify the problem or challenge they want to address.

Students complete the Voice Finder Tool and begin to consider the essential question: What is a contribution I want to make, and how can I use my voice to achieve success in that effort?

Lesson 2 introduces the Leadership Project by watching a Leadership Project Exemplar video and outlining the key milestones needed to complete a Leadership Project.

Students watch an exemplar video and record the dates of key milestones in completing their Leadership Project.

Define the Problem

Lesson 3 invites individuals or small groups to write a problem statement that answers the essential question.

Effective Leadership Project problem statements:

- Use this formula: **I am/We** are [insert who you are or the group you represent] **who will** [describe the action or role] **so that** [state the intended outcome or goal].
- Are created by individuals or as a collaborative learning team of no more than 4 students for maximum participation and engagement.
- Can be designed by educators or students. When **teachers design the problem statement**, they create a structured challenge aligned with curriculum goals while leaving other choices—such as how to act on it—to the students. When **students design the problem statement**, they choose personally meaningful problems, fostering deeper engagement and ownership.
- Invite students to stretch with projects that are small, medium, or large in scope—and always doable within the timeframe of the project.

Students complete the Leadership Project Planning resource, where they are invited to define their collaborative learning team and write a problem statement.

● Do

📖 Learn About Leadership

Lessons 4–7 guide learners in building the knowledge and skills around the four leadership competencies they will be asked to demonstrate in their Leadership Project. During these lessons, students are introduced to new terminology and engage in collaborative skill-building activities with their peers.

🔍 Research Solutions

Lesson 8 engages students in inquiry and research, encouraging them to pursue their curiosity by generating and answering questions related to their problem statements. As they read critically, analyze sources for credibility and relevance, synthesize information, and draw evidence-based conclusions, students develop essential research and critical-thinking skills. Through this process, they bridge knowledge gaps, evaluate different perspectives, and gain a deeper, more informed understanding of their specific problem.

Great research questions are:

- Specific
- Researchable and answerable
- Open-ended (not yes-or-no)
- Curiosity-sparking and exploratory
- Complex, yet manageable

✓ Take Action

Lessons 9 guides students in planning the details of their action steps to address their problem statement using the **SEE-DO-GET**® model as a framework. This lesson empowers students to extend their learning beyond the classroom, applying leadership skills to issues that matter most to them. Ensure ample time is provided, both during and outside of class, for students to implement their plans successfully.

Reflect on Growth

Lessons 10-13 encourage students to reflect on their growth in four leadership competencies, how these skills are being applied in their Leadership Project, and how they can make adjustments to improve. Students also explore how these leadership skills can transfer to other areas of their lives, both now and in the future. Using the rubric as a self-evaluation tool, students are encouraged to reflect creatively through writing, drawing, video, and other formats.

Demonstrate

Develop a Final Product

Lesson 14 guides students in creating a final artifact that demonstrates their leadership competencies, highlights the impact of their project, and shares the insights gained throughout the learning experience. Below are some types of products students can choose to create.

- **Presentation and Action Products** involve delivering ideas or taking action in a public format, such as a speech, news broadcast, workshop, or idea pitch. Examples include simulations, debates, or creative performances such as music, dance, or plays.
- **Written Products** focus on conveying information or insights through written formats, such as research reports, reflection journals, or articles. Examples include policy proposals, brochures, scripts, or editorials.
- **Media and Technology Products** leverage digital tools and creative media, such as videos, podcasts, or websites. Examples include animations, social media campaigns, photo essays, or graphic designs.
- **Constructed or Planning Products** involve creating tangible items or detailed plans, such as models, prototypes, or blueprints. Examples include inventions, exhibits, 3D structures, or project management timelines.

Encourage students to explore the Product Ideas and Tips Resource Collection for helpful tips and suggestions. Use the Leadership Project rubric to clearly communicate expectations for the final product.

To earn a micro-credential, Leadership Project final product files should be hosted externally and linked within the student portal on Leader in Me Online for evaluation. Learn more about this process in the Life-Ready Leadership Curriculum & Credentials User Guide.

Evaluate the Leadership Project

Lessons 15 prompts students to self-assess or evaluate a peer's Leadership Project, using the module rubric and providing Plus/Delta feedback that is helpful, simple, and kind.

Gathering feedback from multiple perspectives enhances the quality of students' Leadership Projects and provides valuable insights to help them grow significantly as leaders. When using guest evaluators, students should identify 2–3 individuals to provide feedback, selecting from the following groups:

- **Peer:** Someone who understands the project and can give honest, constructive feedback.
- **Teacher/Mentor:** An in-school expert who can help refine the leadership impact and communication.
- **Optional Guest Evaluator:** An authentic partner outside the class with whom the student interacted during the Leadership Project. It should be someone known to them who can offer real-world insight.

To earn a FranklinCovey micro-credential, students must share their final project for evaluation on Leader in Me Online and score at least a 3.0 average on the rubric. Teacher final approval is also required. For more details, refer to the Life-Ready Leadership Curriculum & Credentials User Guide.

Share the Impact

Lessons 16 provides students with the opportunity to present their final Leadership Project to community members, peers, or school and district stakeholders. This experience invites students to celebrate their growth and learning while engaging with the larger community.

Consider organizing a Leadership Showcase event where students can display their projects in various formats, such as presentations, exhibits, or demonstrations. This event can serve as a platform for students to share their impact, receive feedback, and inspire others through their leadership journey.

Finding Your Voice

MICRO-CREDENTIAL

How Can Peer Facilitation Drive Student Engagement?

Peer facilitation is a leadership role that empowers students to become teacher-leaders among their peers, fostering a deeper understanding of leadership through active engagement. This dynamic approach to teaching and learning enhances student empowerment with consistent support from teachers. Peer facilitators deepen their knowledge by modeling skills, leading discussions, and sharing their perspectives while honing essential leadership and communication skills. This process helps cultivate a collaborative community where students encourage and support each other to achieve success.

Peer Facilitator Start-Up Tips

Use these tips to elevate your facilitation skills and make a lasting impact.

Video: *Why Peer Facilitation?*

1. Prepare With Purpose

- **Review and focus.** Set aside at least 10 minutes in a quiet space to go through the lesson materials. Read carefully, highlight key ideas, and note any questions to discuss with a mentor.
- **Practice out loud.** Read the materials aloud to build confidence. Record yourself to evaluate your delivery, and do a practice run with a mentor or fellow facilitators for feedback.
- **Plan for engagement.** Consider how to keep your group engaged—what examples, stories, or questions could make the topic more relatable?
- **Anticipate answers—and challenges.** Think about possible responses to the questions you'll ask and jot down key ideas to guide the discussion. If students struggle to answer, have an extra example or reworded question ready to keep the conversation flowing.

Video: *Peer Facilitation: Prepare With Purpose*

2. Create a Supportive Environment

- **Set expectations early.** Remind the group that everyone's ideas are valued, and participation should be respectful. When students know what's expected, they're more likely to engage positively.
- **Encourage participation and connection.** Aim to create a collaborative environment where everyone feels comfortable sharing ideas and actively engaging with the group. Remind the group that different perspectives help everyone learn. Use follow-up questions to deepen discussions and invite more input.
- **Model respect.** Set the tone by treating everyone's ideas with kindness and openness. Show you're listening through eye contact, nodding, and positive reactions.
- **Handle challenges respectfully.** Address disruptions or disagreements calmly and refocus the group with a new question or activity. If needed, follow up privately with the student and a mentor to find solutions.

Video: *Peer Facilitation: Create a Supportive Environment*

3. Maximize Engagement

- **Encourage collaboration.** Use partners or small groups to foster discussion and rotate members regularly for fresh interactions and perspectives. Groups of 3–4 students are ideal for student engagement in longer-term tasks because they strike the right balance between collaboration and individual participation.
- **Provide think time.** Give students a few moments to reflect or write notes before sharing, especially for complex questions. This allows everyone to process their thoughts, leading to deeper discussions. Without think time, students may rely on others to do the thinking for them instead of actively engaging.
- **Respect participation choices.** Allow students to engage in ways that feel comfortable, whether through speaking, writing, or other contributions.
- **Adapt to energy levels.** Try a quick interactive activity like a game, stand-and-share, partner discussion, or poll to keep energy and engagement high when groups appear to be disengaged. If they seem deep in thought, allow more quiet reflection time.

Video: *Peer Facilitation: Maximize Engagement*

4. Refine Communication Skills

- **Make learning accessible.** Break down complex concepts using simple language, examples, or comparisons to help others understand. Support your presentation with curriculum slides and videos. Write new words or important questions on the board to clarify key points.
- **Connect with the audience.** Speak clearly, vary your tone, and adjust your pace to keep students engaged. Pay attention to their reactions and refine your explanations as needed. Facilitation is more than words—use eye contact, hand gestures, and confident body language to reinforce your message.
- **Manage time effectively.** Use a timer to stay on schedule, ensuring all activities are completed while keeping discussions lively and productive.

Video: *Peer Facilitation: Refine Communication Skills*

5. Grow Through Feedback

- **Welcome feedback.** Ask classmates what went well and how you can improve. View feedback as a tool for growth, not criticism.
- **Discuss openly.** Share constructive feedback with fellow peer facilitators to strengthen collaboration and refine your facilitation skills as a team.
- **Seek mentor support.** Check in regularly with teachers or advisors for guidance and insights on your progress.
- **Reflect on growth.** Take a moment, after each session, to assess what worked well and set one small improvement goal for next time—whether it's asking better questions, managing time more effectively, or speaking with more confidence.

Video: *Peer Facilitation: Grow Through Feedback*

Tips for Supporting Peer Facilitation

Empower students to lead the learning while ensuring maximum success through committed teacher support. Enhance peer facilitation with these tips.

Craft the Right Environment	Provide Resources	Monitor and Proctor	Model Effective Teaching Practices	Celebrate Successes and Reflect
Looks like: Creating a welcoming and inclusive classroom with a display of work from all students posted around the room, comfortable seating, and organized learning materials.	**Looks like:** Offering guidance and resources to help students effectively lead and facilitate group discussions and activities, such as printed or digital facilitation resources.	**Looks like:** Allowing students to take the lead in deepening their leadership skills, being available to support the student facilitators, and monitoring their progress.	**Looks like:** Mentoring students in the peer facilitation process by modeling a variety of teaching styles for them to practice and explore.	**Looks like:** Celebrating the achievements of student facilitators and giving students opportunities to reflect.
Sounds like: Engaging in respectful and open conversations with students, asking them questions, and listening attentively to their ideas.	**Sounds like:** Encouraging students to ask thought-provoking questions and actively listen to their peers during discussions.	**Sounds like:** Engaging in supportive and encouraging conversations, offering guidance and positive reinforcement, and providing constructive feedback to the student facilitators.	**Sounds like:** Verbalizing your thought processes to demonstrate problem-solving strategies, decision making, and comprehension for students.	**Sounds like:** Reinforcing learning and growth by actively sharing positive and constructive feedback with student facilitators and the entire class.
Feels like: Taking an active role in students' learning by meeting them where they are and supporting them in where they would like to go.	**Feels like:** Creating a supportive environment where students feel confident and empowered to take on leadership roles in group discussions and activities because they can easily access the resources they need.	**Feels like:** Empowering students to take initiative, be motivated, and feel confident leading their peers.	**Feels like:** Referencing your effective teaching practices so students can gain a clearer understanding of what it means to be an effective teacher.	**Feels like:** Supporting students in stepping outside their comfort zones to practice their leadership skills in a way that motivates them to want to continue to grow in this practice.
Try this: Maintain positive relationships with students through daily empathy and respect.	**Try this:** Give students time to preview the content before the lesson to help them feel more prepared.	**Try this:** Use a portion of the lesson time to conference with students about Leadership Projects.	**Try this:** Highlight the importance of flexibility and adapting to different learning styles as a successful educator.	**Try this:** Facilitate reflection sessions where peer facilitators can share their experiences, discuss challenges, and brainstorm solutions.

How Do the Life-Ready Leadership Curriculum & Credentials Strengthen Other Leader in Me Practices?

Discover how Leader in Me practices and this curriculum and credential product work together to enhance student success.

New & Ongoing Staff Learning

Teaching deepens understanding. Through professional learning, educators grow their expertise and leadership skills, which in turn enhances their ability to model and guide students effectively.

Leadership Portfolios

Leadership Portfolios track student progress and achievements, empowering them to take ownership of their learning. Encourage students to select 2–3 artifacts from each module to include, celebrating their growth and earning micro-credentials. Learn more about Secondary Leadership Portfolios.

Lighthouse & Action Teams

Student Lighthouse Teams play a key role in shaping curriculum implementation. We recommend structuring Student Lighthouse Team meetings as a class within the school schedule and using the Leading Teams Module to support their development. Additionally, align the Teach Students to Lead Action Team with the module to maximize their impact.

Student-Led Conferences

Implement short student-led conferences at key stages: after creating a problem statement, during action plan execution, before the final evaluation, and when reviewing feedback. These conferences provide valuable feedback opportunities and help students reflect on how they apply leadership skills in both their projects and daily lives.

Leader in Me Framework

SEE Core Paradigms	Paradigm of Leadership	Paradigm of Potential	Paradigm of Change	Paradigm of Motivation	Paradigm of Education
	Everyone can be a leader.	Everyone has genius.	Change starts with me.	Empower students to lead their own learning.	Educators and families partner to develop the whole person.

DO Highly Effective Practices	Leadership	Culture	Academics
	Start With Adults Learning & Modeling • Principal & Coordinator Development • New & Ongoing Staff Learning • Family & Community Partnerships **Teach Students to Lead** • Direct Lessons • Integrated Approaches • Service Learning	**Create a Leadership Environment** • Physical Environment • Social-Emotional Environment • Leadership Events **Share Leadership** • Lighthouse & Action Teams • Leadership Roles • Student Voice	**Achieve Goals** • Individual Goals • Team Goals • Aligned School Goals **Empower Learners** • Leadership Portfolios • Student-Led Conferences • Empowering Instruction

GET Measurable 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.

Strengthen **Family & Community Partnerships** by engaging local businesses and organizations as partners in Leadership Projects and inviting them to provide real-world feedback as guest evaluators.

Design a schoolwide **Leadership Event**, such as a Leadership Showcase, for students to present their final Leadership Projects to community members, peers, or school and district stakeholders.

Engage learners in collaborative learning **Leadership Roles** within their Leadership Projects to promote interdependence, shared responsibility, and ownership of their learning.

Create an **Aligned School Goal** by establishing school, team, and individual WIGs® (Wildly Important Goals®) for earning micro-credentials and certificates to drive engagement, accountability, and leadership growth.

Strengthen teachers' application of **Empowering Instruction** strategies through structured practice in curriculum lessons and the implementation of project-based learning methodologies.

How Do We Equip Schools and Educators to Implement the Life-Ready Leadership Curriculum & Credentials?

Suggested Professional Learning Opportunities

The Life-Ready Leadership Curriculum & Credentials product is one part of a successful Leader in Me implementation. Curriculum professional learning experiences are integrated into Core 1 workshops and complemented by additional training opportunities. Discover how Leader in Me Professional Learning supports effective curriculum implementation.

Session Name	Audience	Duration	Session Overview	Curriculum Implementation Connection
Launch Leader in Me Workshop	Small Group 7–10 Student and Adult Representatives	This workshop is available as a 6-hour live experience	Align your journey with your school's top priorities, generating excitement, strengthening systems, and driving results at all levels. This session, designed for key decision makers and stakeholders, is delivered soon after joining Leader in Me.	Understand the school systems needed to successfully implement the curriculum and credentials in the Align Systems Module—such as scheduling, peer facilitation, teacher learning, and more.
Core 1: Lighthouse Team Workshop	Small Group 6–8 Students and Adults	This workshop is available as a one-day live experience	Engage newly formed Student and Adult Lighthouse Teams in understanding the Leader in Me process. Teams will create a vision, develop systems, and generate ideas to engage the entire student body in leadership and action teams.	Collaborate to design effective implementation systems that ensure a more seamless and successful schoolwide curriculum implementation.
***The 7 Habits of Highly Effective People* Workshop**	Full Staff	This workshop is available as a 2-3 day live experience	Equip educators with a framework to improve personal and professional effectiveness, helping them lead in their classrooms and school community.	Build deeper connections to leadership principles that empower educators to teach leadership with greater confidence and enthusiasm.
Core 1: Inspire Leadership Workshop	Full Staff	This workshop is available as as a one-day live experience	Build collective staff efficacy, showing how individual practice drives results at all levels. This session also introduces the Life-Ready Leadership Curriculum & Credentials through the Direct Lessons Module.	Explore the Life-Ready Leadership Curriculum & Credentials in the Direct Lessons Module and learn how to support student leadership development. Whether facilitating lessons directly or mentoring and celebrating, all staff play a vital part in empowering student success.
+ Lead Training: Life-Ready Leadership Curriculum & Credentials Module	Individual	This module is available as a 50-minute live virtual experience	Empower one person at the school level to oversee curriculum and micro-credentialing systems. The designated person will complete this training on a yearly basis to stay up to date with new requirements and features of the product.	
+ Teacher Training: Life-Ready Leadership Curriculum & Credentials Module	Teachers Implementing the Curriculum	This module is available as a live in-person or virtual experience.	Prepare teachers to facilitate the curriculum learning and evaluation process effectively. This session provides educators with detailed information about the curriculum product, including Leader in Me Online features required for credentialing.	

Curriculum Implementation Checklist for Administrators and Lighthouse Teams

Set the foundation for impactful leadership development with this comprehensive checklist, designed to guide administrators and Lighthouse Teams through planning, executing, and celebrating successful curriculum implementation.

Get Started

☐ **Ensure your school or district is contracted to access the Life-Ready Leadership Curriculum & Credentials on Leader in Me Online.** Although included in the membership cost, credentialing features will be activated only for schools that have agreed to the student access terms in their contract. UP will assist during the contracting process to ensure the necessary provisions for student access to the portal are included.

☐ **Obtain parental consent as outlined by your province and district.** Parental consent is required to ensure student data is handled in compliance with legal privacy and security standards. By allowing students access to the portal, your school or district agrees to obtain and maintain parental consent as per state and district regulations. For more details, refer to the Life-Ready Leadership Curriculum & Credentials User Guide.

☐ **Determine scheduling, pacing, and module sequence.** Ensure dedicated time is set aside for student engagement with the curriculum. Explore how to design Leadership Development Time within the school schedule or implement important leadership development systems through an alternate method where all students have access to the learning, such as courses or interdisciplinary approaches. Determine the sequence of modules and map them across all grade levels or student groups.

☐ **Align the curriculum and credentials for maximum engagement.** Explore ways credentials align with other state, district, or school requirements, such as credit toward graduation, service-learning hours, and college and career preparation mandates.

☐ **Engage staff in professional learning.** Provide professional learning experiences for staff to effectively implement the curriculum through coach-led workshop learning or using On Demand Professional Learning Modules.

☐ **Decide on and distribute curriculum materials.** Order and distribute physical materials or communicate where teachers can access digital resources.

☐ **Design systems for student peer facilitation.** Identify peer facilitators, create scheduling systems, share training resources, and provide opportunities for students to practice facilitation skills.

Keep Going

☐ **Celebrate and monitor progress.** Set and track a schoolwide Wildly Important Goal for micro-credentials and certifications. Celebrate student and staff achievements, highlighting the impact of their Leadership Projects.

☐ **Encourage the use of Leadership Portfolios.** Promote the continued use of Leadership Portfolios for documenting growth and achievements.

☐ **Design Leadership Showcase opportunities.** Create opportunities for students to present their Leadership Projects and achievements at a Leadership Showcase.

Curriculum Implementation Checklist for Educators

Empower students and get them started on their leadership journey with this Curriculum Implementation Checklist, which provides educators with practical steps to build relationships, facilitate learning, and celebrate success.

Get Started

☐ **Build relationships and a positive classroom culture.** Establish strong connections with your students and create a positive classroom environment to promote risk-taking, collaboration, and high engagement.

☐ **Implement peer facilitation systems.** Get started with peer facilitation using these four tips and peer facilitation training resources. Actively support peer facilitation and review strategies for educators to support peer-led activities.

☐ **Plan learning experiences.** Develop a calendar for Essential Lessons, Extension Activities, and Leadership Project milestones. Use these ideas for scheduling and pacing and the Facilitator Planning Tool at the start of every module.

☐ **Ensure students have access to Leader in Me Online.** Use your school or district's recommended approach for students to access the Student Portal for digital student guides and credentialing processes.

☐ **Introduce the curriculum to students.** Welcome students by sharing the *Get Started with Life-Ready Leadership Curriculum & Credentials* video. Outline the journey ahead and describe the project-based learning experiences included in the Leadership Projects.

Keep Going

☐ **Integrate Leadership Portfolios.** Establish Leadership Portfolios and consistent routines. Emphasize the value of students' portfolios in documenting growth and accomplishments from the curriculum and credentialing experience, and highlight their importance for postsecondary education and job opportunities.

☐ **Engage in student-led conferences.** Meet with project groups or individuals regularly. Ensure students are leading the conferences using this agenda.

☐ **Support micro-credentialing.** Approve students' Leadership Projects for final evaluation, oversee the guest evaluator process, and give final approval for students to earn micro-credentials.

☐ **Celebrate learning.** Acknowledge and celebrate your students' achievements and the impact of their Leadership Projects. Highlight their efforts and the milestones they've reached, showcasing their growth and contributions.

How Do We Implement Guest Evaluators?

Guest evaluators are individuals who provide external feedback on specific leadership competencies demonstrated in the student's project—such as communication, problem solving, and collaboration—while also offering general feedback on the project's impact and effectiveness. These evaluators can be professionals, community leaders, or experts in various fields who offer real-world perspectives on students' performance. Their role is to evaluate students' projects, provide constructive feedback, and help students reflect on their strengths and areas for improvement. Guest evaluators offer valuable insights that encourage students to think critically about their work and grow in their leadership journey.

Ensure guest evaluators and students have a positive experience with these tips.

1. **Assist students in identifying evaluators who are already connected to their Leadership Project.** In Lesson 14 of each module, guide students in selecting individuals with relevant perspectives and experience to provide comprehensive evaluations. Evaluators should be authentic partners that the student interacted with during the Leadership Project. Consider ways to connect students to stakeholders in the community or school partners during the Leadership Project to make this step naturally flow from those networking connections.

2. **Support guest evaluator learning.** Once evaluators' names are submitted by students and approved by teachers on Leader in Me Online, guest evaluators will receive an email that contains an introductory video about fair and effective evaluations, a sample project, and a detailed rubric outlining evaluation criteria to help evaluators provide meaningful, actionable feedback. If additional resources are needed or required, the teacher should send those directly to evaluators. Guest evaluators will also be provided with the teacher's email address to ask questions related to the process or the student's project.

3. **Moderate and share feedback with students.** Effective feedback is considered one of the highest-impact strategies for student achievement, often having a greater impact than the final score itself[5]. Moderate feedback from guest evaluators to ensure it is both helpful and kind before sharing it with students. Guide students in understanding the feedback and applying it effectively to foster maximum growth and continuous improvement.

EVALUATING LEADERSHIP PROJECTS

Video: *Evaluating Leadership Projects*

Unlock the key to providing instructive, growth-focused feedback for Leadership Projects, helping students reflect, learn, and improve through thoughtful and actionable evaluations.

How Do We Use Leader in Me Online With the Life-Ready Leadership Curriculum & Credentials?

While the curriculum component of the learning experience can be completed on paper outside of Leader in Me Online, digital tools will enhance both the student and educator experience. Please note that the platform must be used for students to earn micro-credentials and the certificate.

Student Portal

The Student Portal provides students with opportunities to:

- Access digital versions of module student guides.
- Submit Leadership Projects for evaluation, view feedback, and earn micro-credentials and certificates.
- Explore the Student Resource Library.

Staff Curriculum and Credentialing Tools

Within the Levels 9–12 Curriculum Tab on Leader in Me Online, adults assigned the staff user role can:

- Access digital slides, curriculum resources, and facilitation notes.
- Create student groups to monitor Leadership Project submissions, review feedback, assess student projects, and issue micro-credentials.

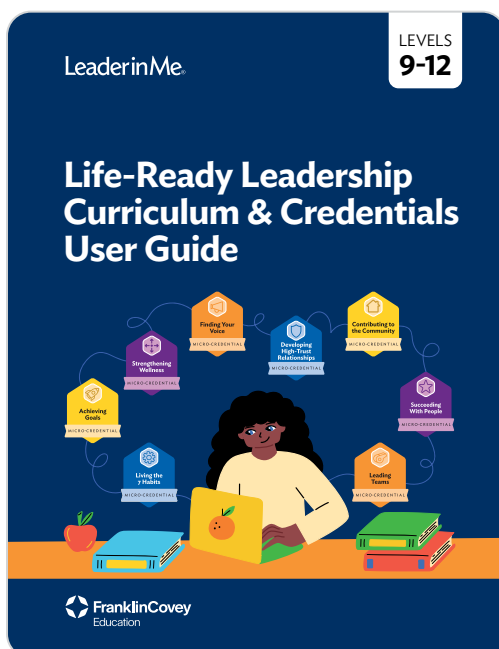### Administrator Curriculum and Credentialing Tools

In the Levels 9–12 Curriculum Tab on Leader in Me Online, adults assigned the site administrator role can:

- Manage school curriculum settings, including parental consent and the guest evaluation feature.
- Monitor teacher and student-group progress, track individual student achievements, and view summary statistics on earned credentials.

Guest Evaluator Tools

The Guest Evaluator feature allows schools to offer students feedback from authentic partners inside and outside the school community. When activated, guest evaluators can:

- View training videos and resources to effectively assess student Leadership Projects.
- Receive a student's Leadership Project and digital rubric via email.
- Share helpful feedback with students that is moderated by a teacher.

LeaderinMe®

LEVELS
9-12

Life-Ready Leadership Curriculum & Credentials User Guide

FranklinCovey
Education

For detailed information on technical specifications and user guides to help you get started and navigate the platform effectively, please refer to the Life-Ready Leadership Curriculum & Credentials User Guide.

Contact UP the Status Quo Consulting Inc. for more information and become part of *Leader In Me* Global Community.