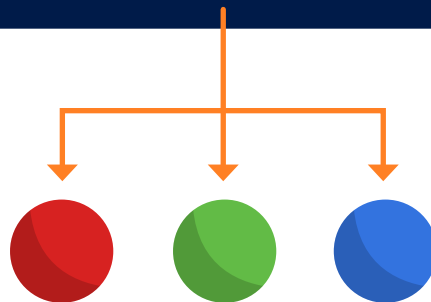




LEADING A LeaderinMe® SECONDARY SCHOOL

A Playbook for Principals
and Coordinators





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FranklinCovey is a global, public company specializing in performance improvement. We help organizations and individuals achieve results that require a change in human behavior. Our expertise is in seven areas: Leadership, Execution, Productivity, Trust, Sales Performance, Customer Loyalty, and Education.

For more information about *The Leader in Me* or other FranklinCovey Education offerings, please email: educate@franklincovey.com or call: 888-868-1776.

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Table of Contents

Introduction	4
Pre-Game Paradigm Checks	5
Everyone Can Be a Leader	6
Everyone Has Genius	7
Change Starts With Me	8
Empower Students to Lead Their Own Learning	9
Educators and Families Partner to Develop the Whole Person	10
Highly Effective Practices	11
Start With Adults Learning & Modeling	12
Teach Students to Lead	13
Create a Leadership Environment	14
Share Leadership	15
Achieve Goals	16
Empower Learners	17
Measurable Results	18
<i>The 7 Habits of Highly Effective People®</i>	20
Foundations	21
Habit 1: <i>Be Proactive®</i>	22
Habit 2: <i>Begin With the End in Mind®</i>	23
Habit 3: <i>Put First Things First®</i>	24
Emotional Bank Account	25
Habit 4: <i>Think Win-Win®</i>	26
Habit 5: <i>Seek First to Understand, Then to Be Understood®</i>	27
Habit 6: <i>Synergize®</i>	28
Habit 7: <i>Sharpen the Saw®</i>	29
<i>The 8th Habit®</i> : Find Your Voice and Inspire Others to Find Theirs	30
Review	31
Celebrations	32
Additional Resources	33
Frequently Asked Questions	33

Introduction

You're leading a school—a leadership school. And we're cheering you on as you empower others to achieve their great purpose and potential.

In this playbook, we couple the structure of the Leader in Me Framework with the wisdom of our global community of school leaders to lay out play-by-play suggestions for leading a Leader in Me School. We recognize the unique dynamics of middle and high schools—larger student bodies, older students who can take on more leadership responsibilities, and staff who are deeply focused on content areas. This playbook offers suggestions designed to be adapted to your school's specific culture, generating ownership and engagement among those who care about your school—students, staff, families, businesses, and community partners. Let's empower every student and staff member to shine brightly in their leadership journey.

Here's what to expect:

Pre-Game Paradigm Checks

Learn more about the 5 Core Paradigms and the **why** behind the Leader in Me process. Consider the lenses you bring to your practice as a school leader with a self-assessment and explore practical strategies for maximizing leadership paradigms.

Highly Effective Practices

Effective paradigms lead to effective behaviors. This section lays out the highly effective practices for the Leader in Me process—the **what** of Leader in Me. Whether you're just getting started or looking to sustain momentum, tap into the Top 3 Plays for each of the six strands of highly effective practices.

Measurable Results

Our paradigms power our practices and, ultimately, our impact. Nurture a culture of continuous improvement by reviewing the results targeted by Leader in Me and by using the Top 3 Tools to reflect on your efforts as a leadership school.

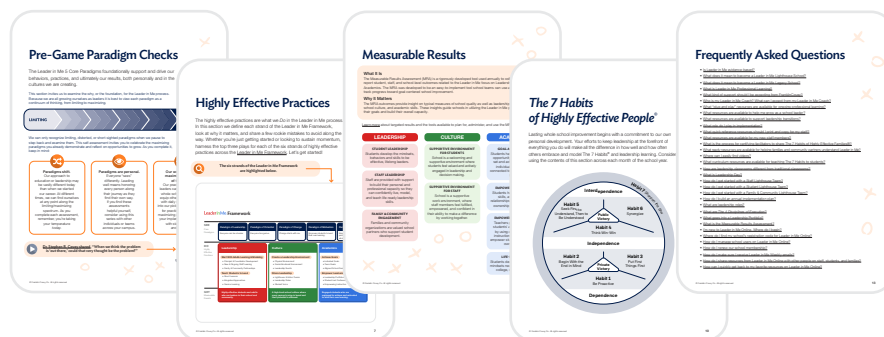
The 7 Habits of Highly Effective People®

Whole-school improvement begins with personal development—an Inside-Out Approach. Your efforts to keep leadership at the forefront will make the difference in how well, and how often, everyone models *The 7 Habits*®. Practice the plays of leadership with these one-pagers.

Frequently Asked Questions

Find answers to the most common questions, and quick access to some of our most helpful related resources.

Onward into the adventure of unleashing greatness!



Pre-Game Paradigm Checks

The Leader in Me 5 Core Paradigms foundationally support and drive our behaviors, practices, and, ultimately, our results—both personally and in the cultures we are creating.

This section invites us to examine the **why**, or the foundation, for the Leader in Me process. Because we are all growing ourselves as leaders it is best to view each paradigm as a continuum of thinking, from limiting to maximizing.

LIMITING

MAXIMIZING

We can only recognize limiting, distorted, or short-sighted paradigms when we pause to step back and examine them. The Pre-Game Paradigm Check Self-Assessment invites you to celebrate the maximizing paradigms you already demonstrate and reflect on opportunities to grow. As you complete it, keep in mind:



Paradigms shift.

Our approach to education or leadership may be vastly different today than when we started our career. At different times, we can find ourselves at any point along the limiting/maximizing continuum. As you complete the self-assessment, remember, you're taking your temperature **today**.



Paradigms are personal.

Everyone **sees** the world a little—or a lot—differently. Leading well means honoring every person along their journey as they find their own way. If you find the self-assessment helpful yourself, consider using it with individuals or teams across your campus.

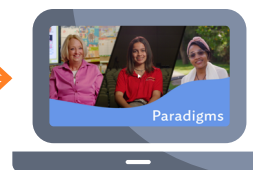


Our work can help maximize patterns of thinking.

Our practice as school leaders can strengthen our whole-school culture and equip others to better deal with daily challenges. Tap into our pick lists of strategies for practical ideas about maximizing each paradigm in your implementation efforts with students, staff, and families.



Dr. Stephen R. Covey shared, “When we think the problem is ‘out there,’ could that very thought be the problem?”



Everyone Can Be a Leader

Paradigm of Leadership

This is a powerful lens for leaders who...

- feel the burnout of a core group of leaders and want to see all the people who care about their students and school make meaningful contributions.
- embrace leadership as a universal right (rather than a privilege) and are looking to build a school culture where everyone feels welcome and valued.
- want to build trust with others by creating authentic leadership opportunities.

Paradigms-to-Practices Pick List

How will you maximize leadership with students, staff, and family and community partners based on your self-assessment? Circle one or more strategies you will focus on to model "everyone can be a leader."

STUDENTS

- Invest time during the school day for leadership learning with students.
- Design opportunities for all students to apply for and serve in leadership roles, and design systems for all students to participate in an action team.
- Support Leadership Portfolio development by involving students in meaningful conversations about their contributions, engaging in discussions about goal achievement, celebrating their accomplishments, and encouraging reflection on their personal growth.

STAFF

- Lead staff and build capacity by sharing responsibilities, such as agenda building and meeting facilitation.
- Empower and engage staff members to take greater ownership of the implementation process.
- Refine hiring and professional learning practices to reflect a schoolwide focus on leadership.

FAMILY AND COMMUNITY PARTNERS

- Host an overview event or Student Leadership Showcase to help families, local businesses, industries, and community members gain a deeper understanding of Leader in Me and *The 7 Habits*®.
- Create a Family & Community Lighthouse Teams around targeted results on your campus.
- Provide families with information about your schoolwide WIG®, and a pick list of strategies for supporting the goal(s) from home.

Everyone Has Genius

Paradigm of Potential

This is a powerful lens for leaders who...

- believe that all people have unique gifts and talents, and dream about seeing everyone contribute in meaningful ways.
- look forward to celebrating and building on others' strengths.
- are looking for ways to increase engagement across the school community by unleashing the limitless potential of all those who care about their school.

Paradigms-to-Practices Pick List

How will you maximize leadership with students, staff, and family and community partners based on your self-assessment? Circle one or more strategies you will focus on to model "everyone has genius."

STUDENTS

- Dedicate common areas in the hallways to showcasing the work of students from grade levels, athletic teams, and extracurricular organizations.
- Invite students to plan a Leadership Day featuring students' interests, passions, and talents.
- Use celebrations and Leadership Events, such as assemblies or an interests-based club system, to create a school community where everyone feels valued.

STAFF

- Invite a team of veteran staff members to support new hires with learning and practicing *The 7 Habits®*.
- Use reflective prompts to increase contribution and leverage the talent, intelligence, capability, and creativity of your team.
- Create positive, forward momentum. Survey staff to learn more about professional learning needs, interests, and areas of expertise. Create opportunities for staff to lead, plan, and/or engage in professional learning offerings.

FAMILY AND COMMUNITY PARTNERS

- Survey families to learn more about language preferences, work schedules, and family composition to ensure everyone has the opportunity to engage.
- Invite parents to share ideas for future contributions.
- Plan events that deepen Win-Win partnerships with business and community leaders.

Change Starts With Me

Paradigm of Change

This is a powerful lens for leaders who...

- are eager to widen and grow their *Circle of Influence*® within the schools and communities they serve.
- want to model a proactive approach to transforming schools and believe in the power of the Inside-Out Approach.
- face wide and varied challenges, yet have tremendous hope for the future.

Paradigms-to-Practices Pick List

How will you maximize leadership with students, staff, and family and community partners based on your self-assessment? Circle one or more strategies you will focus on to model “change starts with me.”

STUDENTS

- Wrap up each school day with a Plus/Delta.
- Build a schoolwide Emotional Bank Account (EBA) system.
- Invite each grade-level or department team to develop “legacy” service-learning projects.

STAFF

- Lead well, even—and especially—in the whirlwind.
- Create a structure for setting and sharing personal or professional WIGs with staff accountability partners.
- Commit to living *The 7 Habits*® at home and school, and modeling work-life boundaries.

FAMILY AND COMMUNITY PARTNERS

- Engage families in meaningful ways, ensuring that you communicate your mission and vision and connect it to all family communications.
- Host a Family-Partnership Round Table.
- Create a cadence of accountability with families and community members around schoolwide goals.

Empower Students to Lead Their Own Learning

This is a powerful lens for leaders who...

- embrace a pedagogical approach that focuses on learning, rather than on teaching.
- face challenges associated with student disinterest and apathy, and aspire toward more learner-centered classrooms.
- reject curricular engagement relying on compliance and completing worksheets to demonstrate knowledge acquisition.

Paradigms-to-Practices Pick List

How will you maximize leadership with students, staff, and family and community partners based on your self-assessment? Circle one or more strategies you will focus on to model "empower students to lead their own learning."

STUDENTS

- Challenge each class to create a WIG® Wall aligned to your school's Wildly Important Goal®.
- Connect classes or groups of students for Teach to Learn opportunities.
- Synergize with students to draft or update your school mission statement and/or behavioral expectations.

STAFF

- Synergize with staff to co-create an Empowered Learning Approach Pick List for lesson planning.
- Model the type of release expected in the classroom by flipping faculty meetings.
- Challenge staff to engage in reflection with students, using the Empowerment Profile and Learning Culture Tally Tool.

FAMILY AND COMMUNITY PARTNERS

- Invite families to share their stories, possibly by hosting a Family Mission Night.
- Embed videos from Leader in Me Studios in family and community communication.
- Invite families to share valuable insights about their students through a letter or questionnaire, helping staff better understand students' strengths, interests, and leadership potential.

Educators and Families Partner to Develop the Whole Person

This is a powerful lens for leaders who...

- think successful student graduates require skills beyond academic proficiency.
- value parents, family members, and caregivers as students' first teachers and want to engage families more fully in helping students become leaders.
- want to work with families to guide each student to create their own best life.

Paradigms-to-Practices Pick List

How will you maximize leadership with students, staff, and family and community partners based on your self-assessment? Circle one or more strategies you will focus on to model "educators and families partner to develop the whole person."

STUDENTS

- Establish peer-to-peer accountability partners.
- Update the tabs or sections of Leadership Portfolios to reflect the whole person.
- Create opportunities to reflect on personal and class mission statements.

STAFF

- Create a structure for using the Leader in Me Lighthouse Rubric to reflect as a staff.
- Ask interview questions that communicate priorities and facilitate a connection to the value of leadership learning.
- Synergize with staff to create your own leadership classroom best practices.

FAMILY AND COMMUNITY PARTNERS

- Offer learning in *The 7 Habits®* and other leadership principles for families, caregivers, and business and community partners.
- Help families be present and encouraging during Student-Led Conferences.
- Invite family and community partners to learn about the importance of leadership and goal setting.

Highly Effective Practices

The highly effective practices are what we **Do** in the Leader in Me process. In this section we define each strand of the Leader in Me Framework, look at why it matters, and share a few rookie mistakes to avoid along the way. Whether you're just getting started or looking to sustain momentum, harness the Top 3 Plays for each of the six strands of highly effective practices across the Leader in Me Framework. Let's get started!



The six strands of the Leader in Me Framework are highlighted below.

Leader in Me Framework

SEE Core Paradigms	Paradigm of Leadership Everyone can be a leader.	Paradigm of Potential Everyone has genius.	Paradigm of Change Change starts with me.	Paradigm of Motivation Empower students to lead their own learning.	Paradigm of Education Educators and families partner to develop the whole person.
DO Highly Effective Practices	Leadership Start With Adults Learning & Modeling <ul style="list-style-type: none"> Principal & Coordinator Development New & Ongoing Staff Learning Family & Community Partnerships Teach Students to Lead <ul style="list-style-type: none"> Direct Lessons Integrated Approaches Service Learning 	Culture Create a Leadership Environment <ul style="list-style-type: none"> Physical Environment Social-Emotional Environment Leadership Events Share Leadership <ul style="list-style-type: none"> Lighthouse & Action Teams Leadership Roles Student Voice 	Academics Achieve Goals <ul style="list-style-type: none"> Individual Goals Team Goals Aligned School Goals Empower Learners <ul style="list-style-type: none"> 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.		

Start With Adults Learning & Modeling

What It Means

Supporting adults—including school staff, families, caregivers, and community members—in becoming champions of leadership to impact the school community in profound and positive ways.

Why It Matters

When we focus on developing each individual, we strengthen and grow our school. We see our influence and effectiveness increase as we focus on strengthening our personal leadership—of what lies within our *Circle of Influence*®—rather than on trying to change others. We become living, breathing examples of the leaders we want our students to become.

TOP 3 PLAYS for Start With Adults Learning & Modeling

1

Align Leader in Me with schoolwide initiatives and systems.

Engage with the Launch Leader in Me Professional Learning experience—live or On Demand—to deepen your understanding of Leader in Me and the impact of alignment.

Align school systems with leadership initiatives—including student and adult Lighthouse and action teams—to drive progress toward your vision. Celebrate successes and identify areas for growth with the Aligned Systems Assessment.

Ensure your school's implementation is closely aligned with district priorities and targeted outcomes for maximum impact when implementing Leader in Me districtwide.

2

Schedule and actively engage in Leader in Me Professional Learning experiences.

Engage all staff in annual Leader in Me Professional Learning—live or On Demand. Engage small groups in annual Lighthouse Team trainings and invite students to join and collaborate in planning and executing implementation.

Schedule ongoing boosters during staff and department meetings or PLCs. Maintain momentum and reinforce key concepts with Leader in Me Weekly.

Support new staff in implementation by matching experienced staff with newcomers and promote their continuous learning and growth with On Demand modules.

3

Build or strengthen family, business, and community partnerships for life-readiness.

Communicate the value of implementing Leader in Me to families, businesses, and community members with these tools.

Engage these key partners in parallel learning experiences, such as The 7 Habits for Families®, to help them understand and reinforce the leadership principles taught at school, creating a unified support system for students.

Develop mutually beneficial, leadership-focused partnerships with businesses and community organizations or invite current partners to build a shared vision for supporting college-, career-, and life-readiness.

Rookie Mistakes

- Limited engagement in training and coaching sessions, and with Leader in Me Online
- Lack of alignment with other school and district initiatives
- Treating *The 7 Habits*® as something you “did” versus something you continually practice and model
- Offering little Leader in Me support for new hires in onboarding and throughout leadership transitions
- Excluding families, business and industry, or community members in the implementation process

Teach Students to Lead

What It Means

Helping students develop personal and interpersonal effectiveness so that they're better able to make meaningful contributions.

Why It Matters

When we incorporate leadership learning throughout the school day, we help students understand and apply learning at deeper levels. We increase their capacity for transferring leadership knowledge to real-world challenges. The deeper students' understanding, the more significant their impact.

TOP 3 PLAYS for Teach Students to Lead

1

Allocate time in the school schedule for leadership learning.

Design a daily 20-minute block in the school schedule for structured leadership development, including curriculum-based learning and essential skills students need to achieve in all areas. If daily is a challenge, explore alternate options.

Explore Leader in Me curriculum resources for engaging, ready-to-use materials and the scope and sequence to develop a yearlong plan, ensuring a comprehensive approach to leadership development.

Clear the path for effective peer-facilitation systems. Connect staff with practices that support student leaders. Equip peer facilitators to lead confidently.

2

Integrate leadership with academic standards and other learning initiatives.

Support staff in integrating leadership learning into existing curriculum and learning initiatives, such as CTE and MTSS, to embed it across the school.

Encourage coaches and advisors to weave leadership into student organizations and athletics to develop transferable, real-life skills. Highlight how students apply leadership in practical ways.

Model integrating leadership learning into everyday interactions and college- and career-readiness initiatives. Engage business and community leaders as partners and guest evaluators in high school Life-Ready Leadership Curriculum & Credentials leadership projects.

3

Promote leadership development with service learning.

Unite the school community around student-led service initiatives aligned to your school's mission for long-term impact and engagement. Use these six steps and service-learning resources.

Engage with the Student Lighthouse Team to identify service-learning projects that address real community needs, rather than those based solely on the perceptions of the organizers.

Co-create a schoolwide WIG® with students and staff for a meaningful service-learning initiative. Model *The 4 Disciplines of Execution®* and maintain momentum with regular celebrations and progress updates.

Rookie Mistakes

- Limiting leadership learning to a small group of students and staff
- Not designating specific times in the schedule for leadership learning
- Relying solely on the names of *The 7 Habits®*, rather than exploring the highly effective practices
- Not differentiating the learning experience based on students' prior experiences
- Neglecting to use and build staff capacity around the Leader in Me Curriculum

Create a Leadership Environment

What It Means

Fueling empowerment and a sense of community by intentionally reflecting each person's worth and potential in what all school stakeholders see, hear, and feel across campus.

Why It Matters

When we create acceptance and trust, we can focus on learning. A leadership environment empowers stakeholders to become our partners in creating a safe and nurturing environment where we proactively tend to the greatest human need—our need to connect with others and feel valued.

TOP 3 PLAYS for Create a Leadership Environment

1

Communicate worth and potential to students, staff, and families with intention and consistency.

Make daily EBA deposits and acknowledge successes—small and large—with praise or public recognition. Connect all students to the school community with systems to nurture authentic relationships.

Demonstrate how everyone's ideas are valued—through surveys, town halls, or personal check-ins. Proactively engage in dialogue to understand the needs and perspectives of the school community.

Assess how well the physical environment reflects the worth and potential of everyone in the community. Actively support student-led physical environment efforts.

2

Support students through behavior challenges with empathy and leadership tools.

See behavior challenges as opportunities to teach leadership and find solutions, helping students develop critical leadership skills when they reflect on and repair mistakes.

Use the 13 Behaviors® of High Trust with students to build and repair trust where it is low. Help groups of students create regular reflection opportunities and make learning actionable.

Support staff by teaching and modeling how to apply all 7 Habits so they can respond to student behavior challenges with effective personal and interpersonal leadership.

3

Model how to shift responsibilities from adults to students in planning and leading events.

Offer support and guidance as students plan and execute school events or initiatives, empowering them to make key decisions. Serve as a resource rather than a director.

Encourage Leadership Events such as a Student Leadership Showcase or a Life-Readiness Leadership Event, where students can present their leadership development and postsecondary plans, blending career readiness with leadership skills in a meaningful way.

Foster student confidence, leadership skills, and voice by empowering students to take ownership of events. Get started with student-led leadership assemblies.

Rookie Mistakes

- Treating students as merely part of the audience at school events
- Relying exclusively on teachers to design, create, and maintain the physical environment in classrooms and common areas, and failing to include students and families in updates to the physical environment
- Using the language of *The 7 Habits®* negatively
- Neglecting to make intentional Emotional Bank Account deposits
- Building authentic relationships with some students, while others lack a real connection to the school community

Share Leadership

What It Means

Inviting the genius of staff, students, families, and community partners into the challenges of Leadership, Culture, and Academics with systems for authentic voice, collaboration, and active participation.

Why It Matters

When we are involved and entrusted with leadership roles, we experience connection, collaboration, the intrinsic rewards of responsibility, and the opportunity to share our unique genius.

TOP 3 PLAYS for Share Leadership

1

Establish and support Lighthouse and action teams.

Foster student ownership of and responsibility for shaping the school's growth in Leadership, Culture, and Academics with Lighthouse and action teams.

Build regular time in the school schedule for Lighthouse and action team meetings. Try leadership development time or a student Lighthouse Team class experience.

Establish a Family & Community Lighthouse Team to foster a network that connects students to real-world opportunities, strengthens the school's reputation, and ensures school initiatives align with workforce needs and community goals.

2

Empower students with authentic leadership roles inside and outside the classroom.

Nurture student long-term engagement with authentic leadership role opportunities. Design systems for reflection and mentorship to help students assess experiences, set goals, and receive Plus/Delta feedback.

Encourage students to lead using their strengths in clubs, athletics, community projects, or action teams, strengthening their school and community connections.

Promote communication, accountability, and teamwork with collaborative learning roles, allowing students to practice leadership skills while contributing to the success of a larger group.

3

Develop and model structures for voice and contribution.

Invite students to contribute to the direction of the school, co-creating or refining the school's mission and vision statements, as well as their own. Encourage departments, grades, or classes to write team mission statements.

Reflect on and improve existing systems for student voice, elevating student contributions. Use ongoing feedback loops to ensure continuous student voice in school decisions and improvements.

Invite students to lead daily announcements, contribute to schoolwide news programming, and share important messages, celebrate achievements, and encourage school spirit, thereby strengthening their sense of ownership and responsibility within the school community.

Rookie Mistakes

- Lack of support and systems for Lighthouse and action teams
- Building a Leader in Me implementation plan without input from students, staff, families, and community partners
- Waiting until the adults are engaged to engage student voice
- Assuming your school already has systems in place for shared leadership
- Mistaking traditional school and classroom jobs for true leadership roles

Achieve Goals

What It Means

Using *The 4 Disciplines of Execution*® across the entire school, in pursuit of the most important goals.

Why It Matters

When we have a clear vision of what to do and how to do it, we become better equipped with the executive functioning skills needed to lead our own learning, view challenges as opportunities for growth, and increase personal and academic effectiveness toward college- or career-readiness.

TOP 3 PLAYS for Achieve Goals

1

Align schoolwide WIGs to your School Improvement Plan (SIP).

Close the school's most critical gaps with *4DX*. Align schoolwide *Wildly Important Goals*® with specific SIP focus areas, ensuring the goals support the Leadership, Culture, and Academic priorities identified for school improvement.

Create clear connections between daily lead measures and long-term school improvement objectives through regular staff discussions.

Use Leader in Me tools—such as the Measurable Results Assessment (MRA) and Lighthouse Rubric assessment—as valuable data sources for setting goals, tracking progress, and making informed decisions.



2

Empower individuals and teams across the school to set and track goals using *4DX*®.

Use Leader in Me curriculum resources and the Achieving Goals high-school module to teach students *4DX*. Help them set meaningful goals, providing weekly leadership development time to track, reflect, and focus on goals.

Help student teams—e.g., classroom, athletic, clubs—set meaningful goals, take ownership of actions, track progress, and reflect on growth. Display progress on a WIG® Wall for celebration and accountability. Explore examples of team WIGs and scoreboards.

Encourage educator teams—e.g., grade, department, PLCs—to use *4DX*, driving achievement and continuous improvement with clear targets and regular check-ins.

3

Create a cadence of accountability to ensure reflection and celebration.

Foster a culture of accountability, reflection, and celebration with WIG Sessions—regular check-ins and milestone reviews. Support accountability partners in asking insightful questions, offering encouragement, and suggesting growth areas.

Identify areas for improvement with data and regular data chats, gaining insight to pave the way for future success by setting actionable goals and adjusting strategies as needed.

Balance student accountability with data privacy by understanding the distinction between public and private scoreboards.



Rookie Mistakes

- Lack of support and learning around *The 4 Disciplines of Execution*
- Setting more than three *Wildly Important Goals*
- Selecting strategies or lead measures that rely on others to change their behaviors
- Building scoreboards that are challenging to understand or complicated to update
- Stretching a cadence of accountability beyond a week

Empower Learners

What It Means

Inviting students to take greater ownership of their own learning through Leadership Portfolios, Student-Led Conferences, and the Empowered Learning Approach.

Why It Matters

When students create their own meaning and answers by talking with others, real change—and learning—occurs. These practices cultivate student agency and help us develop more independent learners.

TOP 3 PLAYS for Empower Learners

1

Clear the path for Leadership Portfolios as a tool for students to track their learning journey.

Integrate Leadership Portfolios into the school experience by dedicating time during the school day for students to review and update portfolios as part of their routine.

Equip staff to partner with and guide students in effective portfolio use, including portfolio quality assessment, purposeful reflection, and goal achievement, as well as using portfolios as a communication tool for postsecondary readiness.

Account for Leadership Portfolio materials in the school's budget, ensuring resources for both digital platforms and paper supplies are available.

2

Prioritize tools for empowered learning in alignment with other academic initiatives.

Help students showcase their academic and leadership growth with Student-Led Conferences—sharing with families, caregivers, counselors, and peers, and practicing employability and career skills, such as interviewing and presenting.

Schedule time for Student-Led Conference practice. Use Leadership Portfolios to drive the agenda and generate student reflection.

Incorporate Student-Led Conferences into IEP meetings with thoughtful accommodations. Promote self-advocacy and build confidence by empowering students to take an active role in discussing achievements, goals, and challenges.

3

Encourage a shift in teacher instruction to empower students to take ownership of their own learning.

Start by modeling—shifting from “I teach” to “we learn” language and flipping meetings to share leadership with staff.

Encourage educators to assess their current levels of empowerment. Promote empowering instructional strategies, perseverance-promoting questions, effective peer feedback, and systems for peer facilitation that build growth through collaboration.

Maximize shared leadership and an engaging learning environment by helping educators transition from group work to collaborative learning. Employ student self-assessments and collaborative learning leadership roles.

Rookie Mistakes

- Encouraging teachers to set up Leadership Portfolios without student voice
- Failing to include Leadership Portfolio updates into schoolwide systems or routines
- Failing to include preparation for and execution of Student-Led Conferences on the school schedule
- Lack of support and learning around the Empowered Learning Approach
- Limited alignment of the Empowered Learning Approach to teacher-evaluation instruments

Measurable Results

What It Means

The Measurable Results Assessment (MRA) is a rigorously developed tool used annually to collect, analyze, and report student, staff, and school-level outcomes related to the Leader in Me focus on Leadership, Culture, and Academics. The MRA was developed to be an easy-to-implement tool school teams can use as they develop and track progress toward goal-centered school improvement.

Why It Matters

The MRA outcomes provide insight on typical measures of school quality as well as leadership development, school culture, and academic skills. These insights guide schools in utilizing the Leader in Me process to further their goals and build their overall capacity.

[Learn more](#) about targeted results and the tools available to plan for, administer, and use the MRA effectively.

LEADERSHIP

STUDENT LEADERSHIP

Students develop the mindsets, behaviors and skills to be effective, lifelong leaders.

STAFF LEADERSHIP

Staff are provided with support to build their personal and professional capacity so they can confidently live, model, and teach life-ready leadership skills.

FAMILY & COMMUNITY ENGAGEMENT

Families and community organizations are valued school partners who support student development.

CULTURE

SUPPORTIVE ENVIRONMENT FOR STUDENTS

School is a welcoming and supportive environment where students feel valued and actively engaged in leadership and decision making.

SUPPORTIVE ENVIRONMENT FOR STAFF

School is a supportive work environment, where staff members feel fulfilled, empowered, and confident in their ability to make a difference by working together.

ACADEMICS

GOAL ACHIEVEMENT

Students have the knowledge, opportunity, and support to set and achieve meaningful individual goals that are connected to larger schoolwide goals.

EMPOWERED LEARNERS

Students have the mindsets, skills, and supportive relationships they need to take ownership of their learning.

EMPOWERING TEACHERS

Teachers positively impact students' academic growth by using evidence-based instructional practices that empower students to lead their own learning.

LIFE-READINESS

Students develop the skills and mindsets needed to succeed in college, career, and life.

TOP 3 TOOLS for Measuring Results

1

Measurable Results Assessment (MRA)

Administer annually.
Reflect on data together.

Schedule annual MRA assessments. Ensure all students, staff, and families and caregivers participate in the process. Track progress toward leadership and academic goals using perception survey questions.

Facilitate collaborative reflection sessions with students, staff, and stakeholders after the MRA data is collected, encouraging open discussions about strengths, areas for growth, and actionable next steps using the Leader in Me Framework.

Use the MRA data to inform schoolwide decision making, making adjustments to strategies, goals, and initiatives based on insights gathered from the assessment to improve student outcomes.

2

Lighthouse Rubric and Certification Process

Assess implementation progress. Celebrate results.

Harness the power of the Lighthouse Rubric. Integrate it into school improvement goals by having staff use it to self-assess, set specific targets for leadership and implementation, and engage in ongoing evaluation.

Create an evidence binder that celebrates demonstrated implementation progress by students, teachers, and teams. Synergize with student Lighthouse and action teams to prepare for Readiness Check and Certification visits.

Provide professional learning based on Lighthouse Rubric grades. Offer staff targeted support in areas identified as needing improvement to drive better implementation and outcomes.

3

Learning and Implementation Cycle

Leverage for continuous improvement.

Establish regular check-ins and feedback loops for students and staff using implementation coaching to evaluate progress, adjust strategies, and identify barriers to achieving the school's leadership goals.

Incorporate data-driven reflections after each cycle, using student and teacher feedback, performance metrics, and MRA results to make adjustments that keep the school on track with its leadership and academic priorities.

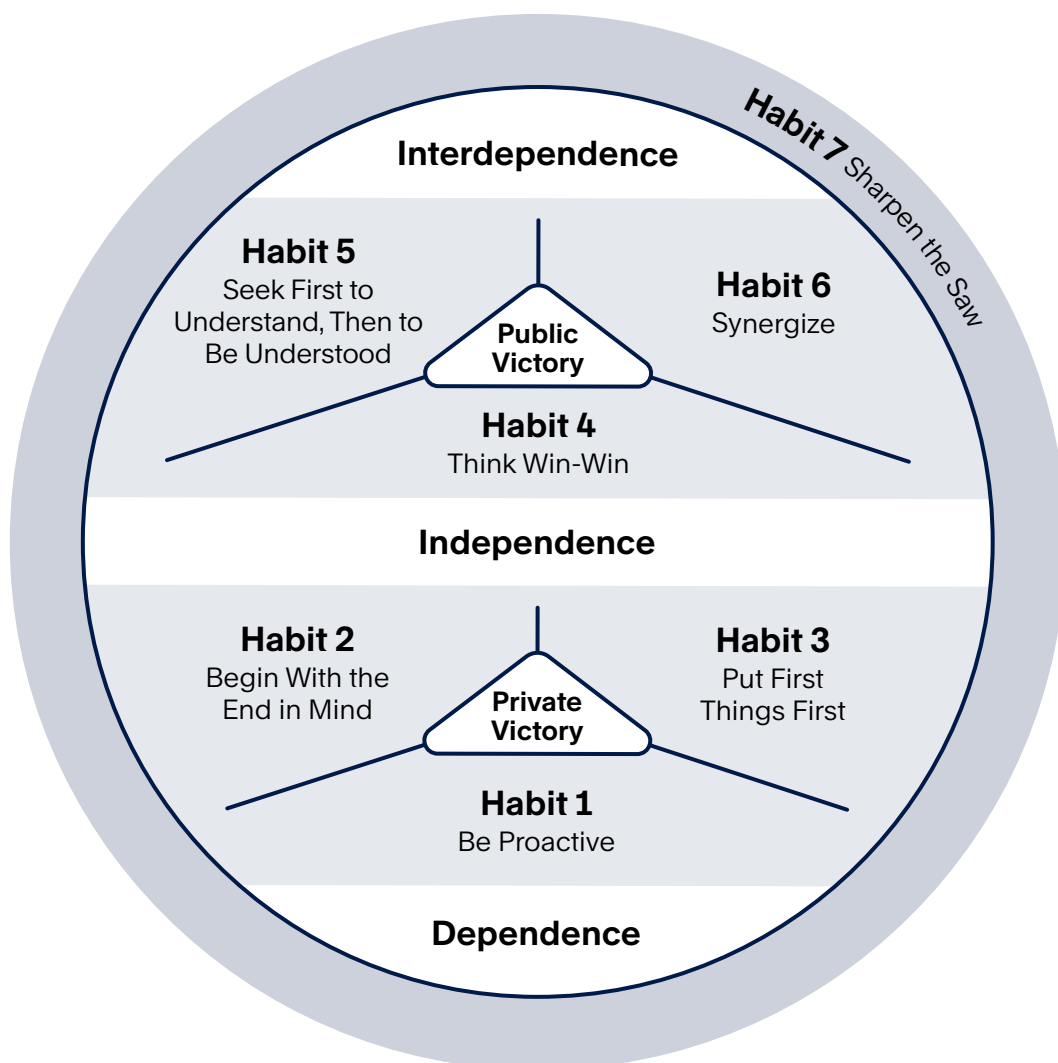
Encourage iterative action planning for both students and staff within each Learning and Implementation Cycle, allowing for flexibility, continuous improvement, and action plans that are results focused.

Rookie Mistakes

- Waiting to administer the MRA until the end of your first year
- Not aligning the MRA and your annual implementation plan with your School Improvement Plan
- Failing to include all those who care about your school—students, staff, families, businesses, and community partners—in school improvement planning and results gathering
- Not establishing a cadence for reflection and accountability
- Failing to incorporate milestone celebrations throughout the year

The 7 Habits of Highly Effective People®

Lasting whole-school improvement begins with a commitment to our own personal development. Your efforts to keep leadership at the forefront of everything you do will make all the difference in how well and how often others embrace and model *The 7 Habits*® and leadership learning. Consider using the contents of this section across each month of the school year.



Foundations



What It Means

Effectiveness means getting the results we want in such a way that we can get even better results in the future. Each of the 7 Habits aligns to principles of effectiveness, paradigms connected to those principles, and practices that produce effective results.

Practice the Plays

Reflect on how you can model the paradigms and principles of effectiveness that are the foundation of *The 7 Habits* in your role as principal or coordinator with these reflection prompts:

- By living *The 7 Habits*®, you will become profoundly more effective in what matters most to you in your work and personal life. List some things you would like to change to become more effective in your role as a school leader.
- The real source of lasting effectiveness lies in a strong character—our roots. What principles would you use to describe your character—your personal roots of effectiveness?
- Think about your role. What are the first words that come to mind when you think about how you are effective or ineffective? What do these words reveal about your paradigms—the way you see, understand, and interpret the world around you?
- Think about when you experienced Paradigm Shift. What did you learn that changed your paradigm? How did that Paradigm Shift affect your behavior? What results did you get?



Review the Tapes

Reconnect with foundational content essential for personal and professional growth. Learn from these videos, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Paradigms](#)
- [The Stories That Shape Us](#)
- [Rethinking Leadership](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as daily morning announcements or school assemblies, to share the importance of the foundational principles and paradigms. Explore these [student-led daily messages](#) and [student-led leadership assembly](#) resources to get started.



Provide concrete support for direct lessons. Self-awareness and curiosity are important elements of foundational principles and paradigms. These competencies help us examine how our experiences and identity shape how we see and interact with the world. Invite a student or teacher facilitator to model a curriculum lesson related to paradigms.

- Level 6 Curriculum Example: [Module 3: Thinking About Thinking](#)
- Levels 9–12 Curriculum Example: [Living the 7 Habits: Lesson 5: Learn About Metacognition](#)

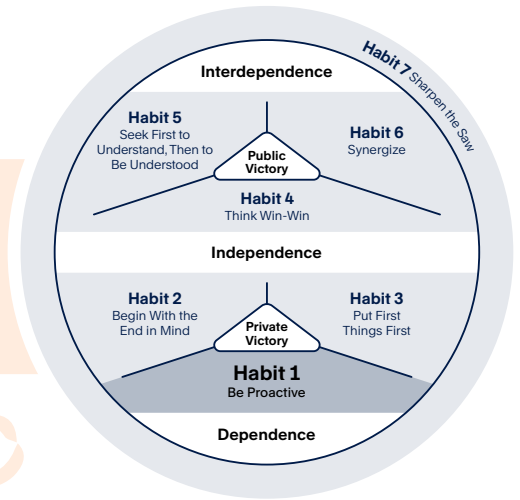


Designate time for staff boosters. Paradigms are our mental map of the world and are a foundational concept in 7 Habits learning. Connect *The 7 Habits* with the 5 Core Paradigms from the [Leader in Me Framework](#) by using the [Habit Chat Cards](#) in this month's staff booster.

Habit 1: *Be Proactive*®

What It Means

Habit 1 is about responding intentionally and focusing on what we can influence so we can shape the future we want. Habit 1 aligns with the principle of choice.



Practice the Plays

Reflect on how you can model **Habit 1** in your role as principal or coordinator with these reflection prompts:



Consider an upcoming situation where reactive behavior is automatic. How will you **pause and respond** using the 4 Unique Human Gifts—self-awareness, imagination, conscience, and willpower?



Think of a problem or opportunity happening this week. Make a list of everything within your **Circle of Influence**® and craft a plan to act on it. Make a list of everything in your Circle of Concern and let it go.



Proactive language causes us to feel more capable and empowers us and those around us to take positive initiative. Consciously replace reactive language with phrases such as: *We choose to...*, *We get to...*, and *We can...*

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits*® for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Choose Your Response](#)
- [Language That Empowers](#)
- [Putting Energy Where It Counts](#)
- [We Are the Pause](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as daily morning announcements or school assemblies, to share the importance of Habit 1. Explore these [student-led daily messages](#) and [student-led leadership assembly](#) resources to get started.



Provide concrete support for direct lessons. Emotion identification and self-regulation are important elements of Habit 1: *Be Proactive*. These competencies help us to pause and respond, rather than react. Invite a student or teacher facilitator to model a curriculum lesson.

- Level 7 Curriculum Example: [Module 6: Recognizing Emotions](#)
- Levels 9–12 Curriculum Example: [Strengthening Wellness: Lesson 5: Learn About Emotion Regulation](#)

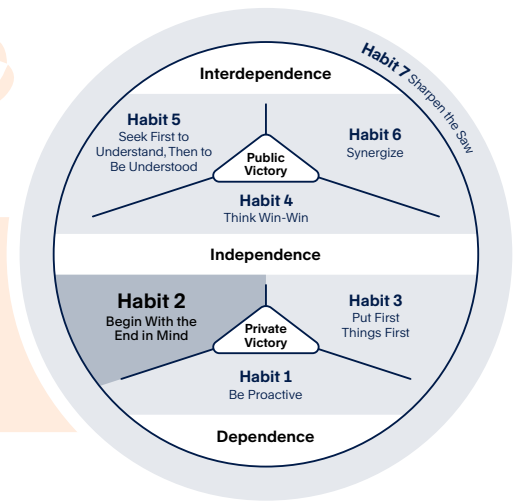


Designate time for staff boosters. Focusing on our *Circle of Influence* helps us develop the agency and propensity to take purposeful initiative around the things we want to change. Invite staff members to reflect on personal strengths and commit to giving energy to one or two areas for growth using the [7 Habits Profile](#).

Habit 2: *Begin With the End in Mind*®

What It Means

Habit 2 is about deciding where we want to go, what we want to do, and who we want to be—in the next few hours, the next few months, or across a lifetime. Habit 2 aligns with the principle of purpose.



Practice the Plays

Reflect on how you can model **Habit 2** in your role as principal or coordinator with these reflection prompts:



Think ahead to an upcoming meeting. How will you use an agenda to **define outcomes**?



Create a one- or two-sentence **mission statement**, commit it to memory, and share it with others.

Review the Tapes

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- [Create the Big Picture](#)
- [10 Year Tribute Statement](#)
- [Living on Purpose](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as daily morning announcements or school assemblies, to share the importance of Habit 2. Explore these [student-led daily messages](#) and [student-led leadership assembly](#) resources to get started.



Provide concrete support for direct lessons. Vision and long-term planning are important elements of Habit 2: *Begin With the End in Mind*. These competencies help us define the results we want to achieve. Invite a student or teacher facilitator to model a curriculum lesson.

- Level 8 Curriculum Example: [Module 9: Creating a Personal Mission Statement](#)
- Levels 9–12 Curriculum Example: [Finding Your Voice: Lesson 6: Learn About Values Clarification](#)

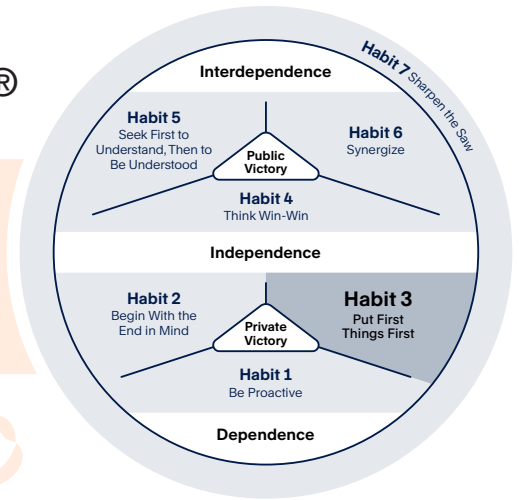


Designate time for staff boosters. A personal mission statement is the End in Mind for our life. It empowers us to shape our own future. Take a few minutes to watch [80th Birthday](#) or [10 Year Tribute Statement](#) before inviting staff to draft or refine personal mission statements at this month's staff meeting.

Habit 3: *Put First Things First*®

What It Means

Habit 3 is about spending our time in a way that aligns with our values and reflects our vision for our lives. To achieve the future we want, we need to protect time for pursuing it. Habit 3 aligns with the principle of focus.



Practice the Plays

Reflect on how you can model **Habit 3** in your role as principal or coordinator with these reflection prompts:



Review the *Time Matrix*® and **focus on your highest priorities** by using the quadrant self-check to ask: *Which quadrant am I in? Why am I here? How long have I been here? What return will I get on this time?*



Identify activities in your typical day or week. Assign each activity to a quadrant. Think about ways to **eliminate the unimportant** Q3 and Q4 activities.



Pull out your **weekly planning** tool and ask the Big Rocks Question: *What are the one or two most important things I can do in this role this week?*

When faced with inevitable distractions, determine to **stay true in the moment of choice**. Your integrity will thank you!

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits*® for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Living Above the Line](#)
- [Planning the Truly Important](#)
- [Weekly Planning or Planning Weakly?](#)
- [What About the Last Minute?](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as daily morning announcements or school assemblies, to share the importance of Habit 3. Explore these [student-led daily messages](#) and [student-led leadership assembly](#) resources to get started.



Provide concrete support for direct lessons. Prioritization and practicing integrity in the face of peer pressure are important elements of Habit 3: *Put First Things First*. These competencies help us dedicate time and intention to the things that matter most in life. Invite a student or teacher facilitator to model a curriculum lesson.

- Level 6 Curriculum Example: [Module 12: Big Rocks](#)
- Levels 9–12 Curriculum Example: [Strengthening Wellness: Lesson 6: Learn About Time Management](#)



Designate time for staff boosters. Habit 3 teaches us the power of prioritizing our time. We know that leadership and effectiveness lies in our spending time in Quadrant 2 of the *Time Matrix*. Use the Habit 3 questions from the [Booster Power slide deck](#) at an upcoming staff meeting, to invite reflection on living above the line.

Emotional Bank Account

What It Means

The Emotional Bank Account (EBA) is a metaphor for the amount of trust that exists in a relationship. When we make deposits, we build and repair trust in relationships; when we make withdrawals, we break down and diminish trust in relationships.

Practice the Plays

Reflect on how you can model creating a strong **Emotional Bank Account** in your role as principal or coordinator with these reflection prompts:



Identify an important work relationship that isn't as good as you want it to be. Think of three things you think the person you identified would consider as deposits. How could you use that thinking to **build your Emotional Bank Account** with them?

Think about your interactions with students, staff, and families. What are some examples of deposits and withdrawals for each of these key groups?

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits®* for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Building Trust With EBA Deposits](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as daily morning announcements or school assemblies, to share the importance of the Emotional Bank Account. Explore these [student-led daily messages](#) and [student-led leadership assembly](#) resources to get started.



Provide concrete support for direct lessons. Apologizing and righting wrongs are important elements of the Emotional Bank Account. These competencies help us build high-trust relationships with others. Invite a student or teacher facilitator to model a curriculum lesson.

- Level 7 Curriculum Example: [Module 18: Emotional Bank Accounts](#)
- Levels 9–12 Curriculum Example: [Developing High-Trust Relationships: Lesson 4: Learn About Trust](#)

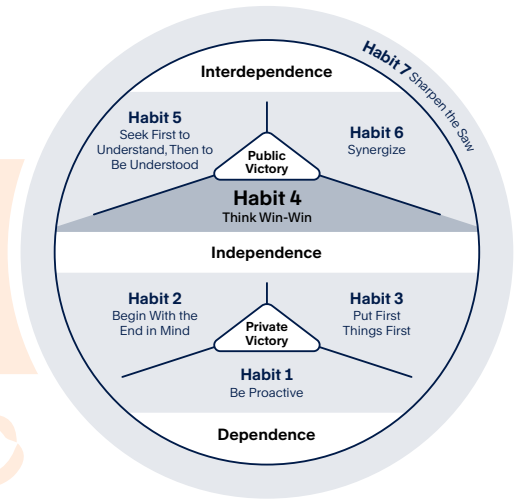


Designate time for staff boosters. The Emotional Bank Account teaches us the power of making small deposits over time to build large account balances. We know that sincere and consistent deposits make for a strong EBA. Use Activity #13 from the [7 HaBITS Round-Up](#) to promote EBA deposits at this month's staff meeting.

Habit 4: *Think Win-Win*®

What It Means

Habit 4 is about going into each situation looking for ways that everyone can win. Habit 4 aligns with the principle of abundance.



Practice the Plays

Reflect on how you can model **Habit 4** in your role as principal or coordinator with these reflection prompts:



Think about how you feel when others close to you succeed at something you want to succeed at. What can you do to model an **abundance mindset**?



Identify two or three strategies for boosting and **balancing courage and consideration**.



Consider a situation that could benefit from Win-Win thinking on your campus. Use a T-Chart to **identify other people's wins as well as your own**.

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits*® for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Win-Win Thinking in My Life](#)
- [Balancing Courage and Consideration](#)
- [Finding a Better Way](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as daily morning announcements or school assemblies, to share the importance of Habit 4. Explore these [student-led daily messages](#) and [student-led leadership assembly](#) resources to get started.



Provide concrete support for direct lessons. Relationship building and having the courage to be an upstander in the face of bullying are important parts of Habit 4: *Think Win-Win*. These competencies help us live out the “golden rule”: do unto others as you would have them do unto you. Invite a student or teacher facilitator to model a curriculum lesson.

- Level 8 Curriculum Example: [Module 21: Thinking With Abundance](#)
- Levels 9–12 Curriculum Example: [Developing High-Trust Relationships: Lesson 7: Learn About Abundance Mindset](#)

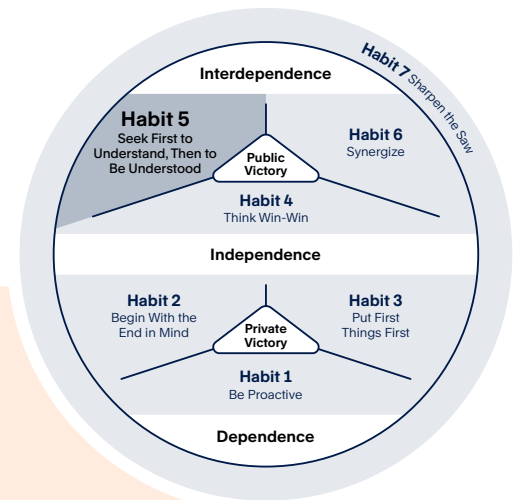


Designate time for staff boosters. Habit 4 teaches us the power of constantly seeking mutual benefit in our interactions with others. Take a look at the [Guidance for Supporting Learners With Special Educational Needs](#) through the lens of Habit 4 at this month's staff meeting. Ask staff to consider, *How can tailoring our lessons in leadership help us better serve students with special needs?*

Habit 5: Seek First to Understand, Then to Be Understood®

What It Means

Habit 5 is about truly listening to others and honoring their perspectives. It's also about having the courage to respectfully say what we think and feel. Habit 5 aligns with the principle of respect.



Practice the Plays

Reflect on how you can model **Habit 5** in your role as principal or coordinator with these reflection prompts:



Think of a time when someone listened to you with the intent to understand. Remember how you felt. How can you ensure that you **listen empathically**?



How can you use "I" messages and the three tools to be understood—heart, head, and credibility—to **respectfully seek to be understood**?

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits®* for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Empowering With Empathy](#)
- [Speaking Up and Communicating Well](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as daily morning announcements or school assemblies, to share the importance of Habit 5. Explore these [student-led daily messages](#) and [student-led leadership assembly](#) resources to get started.



Provide concrete support for direct lessons. Communication and listening to multiple viewpoints are important elements of Habit 5: *Seek First to Understand, Then to Be Understood*. These competencies help us create emotional "oxygen." Invite a student or teacher facilitator to model a curriculum lesson.

- Level 6 Curriculum Example: [Module 24: Empathy](#)
- Levels 9–12 Curriculum Example: [Succeeding With People: Lesson 4: Learn About Listening](#)

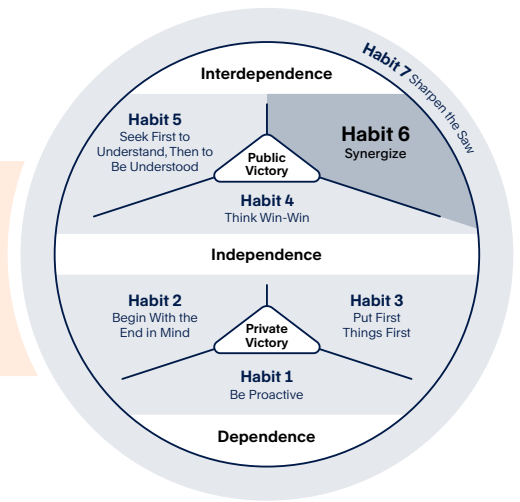


Designate time for staff boosters. Habit 5 teaches us the power of listening empathically and seeking others' perspectives. Use the [Question of the Day slide deck](#) to promote connection and understanding at this month's staff meeting.

Habit 6: Synergize®

What It Means

Habit 6 is about seeking perspectives that are different from ours—that challenge us and help us better solve problems, navigate conflicts, or develop something new. Habit 6 aligns with the principle of creative collaboration.



Practice the Plays

Reflect on how you can model **Habit 6** in your role as principal or coordinator with these reflection prompts:



Think of a coworker who really challenges you. Practice **valuing differences** by thinking of all their strengths.



Think of a challenging problem you're currently facing at school. Huddle up with a friend to brainstorm possible solutions. Withhold criticism and encourage wild ideas. Write everything down and collaborate to identify a **3rd Alternative**.

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits®* for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Experiencing Synergy](#)
- [Overcome Conflict](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as daily morning announcements or school assemblies, to share the importance of Habit 6. Explore these [student-led daily messages](#) and [student-led leadership assembly](#) resources to get started.



Provide concrete support for direct lessons. Collaboration and multiple perspectives are important elements of Habit 6: *Synergize*. These competencies help us create a culture where everyone feels welcome and valued. Invite a student or teacher facilitator to model a curriculum lesson.

- Level 7 Curriculum Example: Module 28: [Finding 3rd Alternatives](#)
- Levels 9–2 Curriculum Example: [Succeeding With People: Lesson 7: Learn About Resolving Conflicts](#)

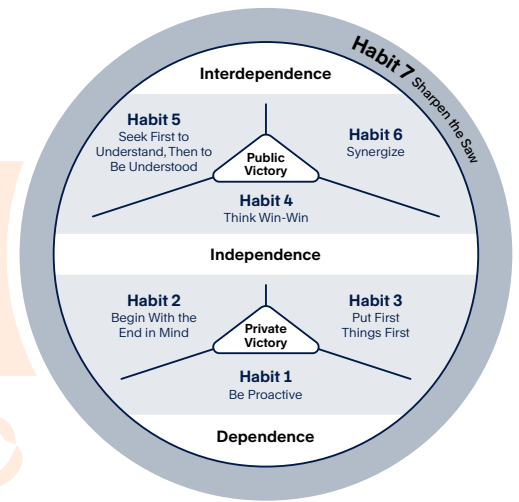


Designate time for staff boosters. Habit 6 reminds us of the power of creative collaboration. This month, create a moment of synergy by inviting staff to complete a module from [Leader in Me Professional Learning](#) asynchronously. Then, come together during the staff meeting to complete the Application Challenge as a team.

Habit 7: *Sharpen the Saw*®

What It Means

Habit 7 is about keeping ourselves sharp so we have the energy and vitality to live the lives we want. It's the habit of renewal that makes all the other habits possible. Habit 7 aligns with the principle of renewal.



Practice the Plays

Reflect on how you can model **Habit 7** in your role as principal or coordinator with these reflection prompts:



How will you **invest in yourself as a whole person**? Think about one thing you would like to start, stop, or continue in each of the dimensions of renewal—body, mind, heart, and spirit.

As you practice investing in yourself, you'll encounter obstacles. What might stop you from achieving renewal? What strategies can you use to overcome these obstacles?

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits*® for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Finding Renewal](#)
- [Getting After the Recharge](#)
- [Meeting the Resistance to Renewal](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as daily morning announcements or school assemblies, to share the importance of Habit 7. Explore these [student-led daily messages](#) and [student-led leadership assembly](#) resources to get started.



Provide concrete support for direct lessons. Continuous improvement and a growth mindset are important elements of Habit 7: *Sharpen the Saw*. These competencies help us combat feelings of stress and anxiety and build resilience within ourselves. Invite a student or teacher facilitator to model a curriculum lesson.

- Level 8 Curriculum Example: [Module 31: Caring for Mental and Physical Health](#)
- Levels 9–12 Curriculum Example: [Strengthening Wellness: Lesson 4: Learn About Renewal](#)



Designate time for staff boosters. Habit 7 teaches us the power of renewal. We know that taking time for ourselves every day ultimately gives us the ability to do everything else. Prioritize staff wellness by sharing this [self-renewal menu](#) alongside this [renewal tracker](#) at this month's staff meeting.

The 8th Habit®: Find Your Voice and Inspire Others to Find Theirs

What It Means

We find our voice when we combine our talents, passions, and conscience in a way that meets a need in the world. And once we find our voice, we can help others find theirs.

Practice the Plays

Reflect on how you can model *The 8th Habit* in your role as principal or coordinator with these reflection prompts:

- Reflect on the following questions: What are your strengths and talents? What do you love to do? What's a need in the world? What would make a difference?
- Write a description representing your voice.

Review the Tapes

Reconnect with foundational content essential for personal and professional growth. Learn from these videos, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Find Your Voice](#)
- [Dante's Story](#)
- [Lucy's Story](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as daily morning announcements or school assemblies, to share the importance of leadership learning. Explore these [student-led daily messages](#) and [student-led leadership assembly](#) resources to get started.



Provide concrete support for direct lessons. Actively contributing is an important part of *The 8th Habit*. This competency helps us assess needs in our school, community, and the world. Invite a student or teacher facilitator to model a curriculum lesson.

- Level 6 Curriculum Example: [Module 33: My Voice and Career Exploration](#)
- Levels 9–12 Curriculum Example: [Finding Your Voice: Lesson 5: Learn About Passion Cultivation](#)



Designate time for staff boosters. *The 8th Habit* teaches us the power of engaging in work that taps our talent and fuels our passion. It helps us to meet needs in the world, and once we find our voice we're better able to help others find theirs. Invite staff to connect with *The 8th Habit* by drafting [contribution statements](#) at your next staff meeting.

Review

What It Means

We know that learning and living *The 7 Habits of Highly Effective People*® is not a “one-and-done” checklist activity. Effective living is an ongoing commitment that enables us to meet challenges in the different seasons in our lives. In whatever circumstance or relationship we find ourselves, we can trust in the principles of *The 7 Habits*® to help us realign our thoughts and actions to achieve what matters most to us.

Practice the Plays

Reflect on how you can renew your understanding of *The 7 Habits* in your role as principal or coordinator with these prompts:

- Make a list of five to eight issues or challenges you’re currently facing. Consider which habits would help you meet those issues and challenges.
- Consider two areas where you’d like to become more effective. Which habits will you apply? How will you apply them?

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of personal growth that helps your school’s leadership culture thrive.

- [The Power \(and Fun\) of Reflection](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as daily morning announcements or school assemblies, to share the importance of leadership learning. Explore these [student-led daily messages](#) and [student-led leadership assembly](#) resources to get started.



Provide concrete support for direct lessons. Review and reflection help us identify areas of opportunity. These competencies help us to look inward for ways that we can continually grow. Invite a student or teacher facilitator to model a curriculum lesson.

- Level 7 Curriculum Example: [Module 32: Thinking About Thinking](#)
- Levels 9–12 Curriculum Example: [Achieving Goals: Lesson 11: Reflect on Goal Setting](#)



Designate time for staff boosters. Learning and living *The 7 Habits* is a lifetime adventure. Review *The 7 Habits of Highly Effective People* by inviting staff members to synergize in small groups—scramble these [Word Wall Words](#) and match them to the appropriate habit from this [Poster Set](#). Spend a few minutes reflecting on the [7 Habits Profile](#), completed earlier in the year, to assess growth over time.

Celebrations

What It Means

A leadership school is a celebrating school! Energize the focus as you nurture a culture where everyone is recognizing their own and each other's genius and leadership potential by celebrating, rather than only looking to what needs yet to be done.

Practice the Plays

Reflect on how you can model a commitment to celebration and continuous improvement in your role as principal or coordinator with these reflection prompts:

- Consider one or two areas where you feel you've become more effective. Which habits did you apply? How will you continue to apply *The 7 Habits®* in the future?
- Make a list of ways you served your school this year. Then consider which habits helped you make each contribution.

Review the Tapes

Reconnect with foundational content essential for personal and professional growth. Learn from these videos, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Celebration](#)
- [We Believe in You](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as daily morning announcements or school assemblies, to share the importance of leadership learning. Explore these [student-led daily messages](#) and [student-led leadership assembly](#) resources to get started.



Provide concrete support for direct lessons. A leadership school is a celebrating school! Invite a teacher or student facilitator to model a curriculum lesson.

- Level 8 Curriculum Example: [Module 35: Reflection and Celebration](#)
- Levels 9–12 Curriculum Example: [Leading Teams: Lesson 16: Share the Impact](#)

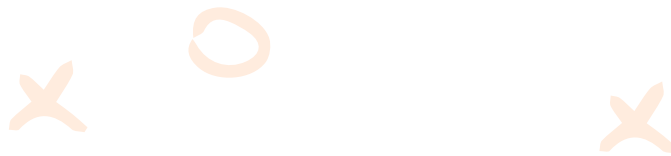


Designate time for staff boosters. Our systems for celebrations reflect what we value. Let's work to ensure that empowerment is at the center of those systems. Leverage the power of celebrations, rather than rewards, to motivate staff members to keep learning and growing with a "Capturing Greatness Scavenger Hunt." Equip small teams with [7 Habits at-a-Glance](#) and challenge them to snap photos of evidence of as many highly effective practices as possible in ten minutes. Photos may involve student work, classroom set-ups, etc.

Additional Resources

Frequently Asked Questions

- [Is Leader in Me evidence-based?](#)
- [What does it mean to become a Leader in Me Lighthouse School?](#)
- [What does it mean to become a Leader in Me Legacy School?](#)
- [What is Leader in Me Professional Learning?](#)
- [What kind of support should I be expecting from FranklinCovey?](#)
- [Who is my Leader in Me Coach? What can I expect from my Leader in Me Coach?](#)
- [What “plug and play” resources are available for ongoing professional learning?](#)
- [What resources are available to help me grow as a school leader?](#)
- [What resources are available to support leadership transitions?](#)
- [What role do I play in implementation?](#)
- [What quick reference resources should I print and copy for staff?](#)
- [What resources are available for new staff members?](#)
- [What is the process for certifying facilitators to share *The 7 Habits of Highly Effective Families*®?](#)
- [What ready resources are available for helping families and community partners understand Leader in Me?](#)
- [Where can I easily find videos?](#)
- [What curriculum resources are available for teaching *The 7 Habits*® to students?](#)
- [Where can I purchase Leader in Me resources?](#)
- [How are leadership classrooms different from traditional classrooms?](#)
- [What is Leadership Day?](#)
- [How do I get started with a Staff Lighthouse Team?](#)
- [How do I get started with a Student Lighthouse Team?](#)
- [How do I get started with a Family & Community Lighthouse Team?](#)
- [How do I build an annual implementation plan?](#)
- [What are leadership roles?](#)
- [What are *The 4 Disciplines of Execution*®?](#)
- [What goes into a Leadership Portfolio?](#)
- [What is the Measurable Results Assessment?](#)
- [I'm new to Leader in Me Online. Where do I begin?](#)
- [Where do I find my school's registration code for Leader in Me Online?](#)
- [How do I manage school users on Leader in Me Online?](#)
- [How do I renew our school membership?](#)
- [How do I make sure I receive Leader in Me Weekly emails?](#)
- [How do I share resources from Leader in Me Online with other people, such as staff, students, and families?](#)
- [How can I quickly get back to my favorite resources on Leader in Me Online?](#)



Is Leader in Me evidence-based?

- Yes! To date, over 30 independent academic research studies have evaluated Leader in Me effectiveness, employing a full range of experimental methods—from quantitative analysis of statewide data to qualitative studies that analyze interview data from dozens of students, educators, and families. Learn more [here](#).

What does it mean to become a Leader in Me Lighthouse School?

- Every Leader in Me School can become a [Lighthouse School](#). Using the [Lighthouse Rubric](#), schools assess process fidelity and maintain a [virtual evidence binder](#) to document their outcomes in Leadership, Culture, and Academics. Upon completion of Leader in Me Professional Learning, schools can request a [Readiness Check](#) coaching session before scheduling a formal [Lighthouse Review](#).
- Certification spans a two-year period, after which schools [recertify](#) through an online self-assessment. After four years, the [recertification process](#) involves an onsite recertification visit. This pattern of alternating between online and onsite recertification continues every two years as long as the school is part of the Leader in Me Community.
- Learn more about [leveraging the Lighthouse Rubric](#) or explore [Lighthouse Certification FAQs](#).

What does it mean to become a Leader in Me Legacy School?

- Schools that maintain Lighthouse Certification for a minimum of eight years and demonstrate innovation and growth at sustaining levels across the [Lighthouse Rubric](#) may be awarded [Legacy Certification](#). If you are interested in this certification, work with your Leader in Me Coach to apply. Legacy Schools make significant and distinctive contributions to the Leader in Me Community, as well as the education community at large.

What is Leader in Me Professional Learning?

- Leader in Me Professional Learning consists of a series of live and online learning and coaching experiences designed to help schools achieve quality implementation in all six strands of the Leader in Me Framework and, eventually, Lighthouse Certification. Professional learning is designed for full staff participation, with some sessions targeted to the Lighthouse Team.
- The Measurable Results Assessment (MRA) and/or other resources are used to identify areas for growth, guide improvement plans, and monitor progress. An Implementation Coach works with schools to help determine the amount and type of support that would promote the achievement of targeted results through Leader in Me.

What kind of support should I be expecting from FranklinCovey?

- FranklinCovey provides multiple ways to support quality implementation. Professional Learning workshops provide participants with clarity around how to implement Leader in Me to achieve desired results. They can be accessed through in-person or Live Online sessions, or self-paced On Demand courses found on Leader in Me Online. Coaching provides a service intended to promote the implementation of Leader in Me in a way that gets results and helps teams and individuals overcome the barriers that often get in the way of quality. Coaching can also be accessed in-person or live online. In addition, Leader in Me Online offers a wide array of resources and tools designed to support implementation efforts in all areas of the Leader in Me Framework.

Who is my Leader in Me Coach? What can I expect from my Leader in Me Coach?

- Schools can find their [Leader in Me team here](#). Coaches support individuals and teams in implementing what they learn in professional learning workshops in a way that assists schools in achieving targeted measurable results. Coaching sessions are designed together with administrators and/or coordinators to set a clear focus on the specific needs of a school, identify those in need of support, and determine the logistics necessary to ensure quality. Sessions may include administrators, coordinators, Lighthouse Teams, action teams, action-team leaders and/or certified and noncertified staff.

ADDITIONAL RESOURCES



What “plug and play” resources are available for ongoing professional learning?

- Use the [7 Habits Boosters Pacing Guide](#) to schedule quick ongoing learning with staff. Explore the [New & Ongoing Staff Learning resource collection](#) for boosters, podcasts, video series, and more. Learn more about each of the [Leader in Me highly effective practices](#), or engage in [Professional Learning On Demand](#).

What resources are available to help me grow as a school leader?

- Annual membership includes a development track for principals and coordinators. This includes: in-person and virtual community learning offerings, Leader in Me Weekly Special Editions just for principals and coordinators delivered on the first Thursday of each month with tips and strategies on how to nurture leadership growth in yourself and your building, access to our [Principal's Academy](#) self-paced online workshop, and [curated resources for principals and coordinators](#).

What resources are available to support leadership transitions?

- We invite you to check out curated resources [for coordinators working with a new principal](#) and [principals new to the Leader in Me process](#). Alternatively, you may want to hear directly from Leader in Me [principals](#) and [coordinators](#) about their experiences with leadership transitions.
- We also recommend connecting with your [Leader in Me team](#) to learn more about Leadership Transition Coaching.

What role do I play in implementation?

- Though there's no one right way when it comes to leading a leadership school, thoughtful consideration of [The 4 Essential Roles of Leadership®](#) is a critical part of putting your school on the right path to long-term success! Learn more about what it means to serve as a highly effective principal or coordinator at a Leader in Me School with these resources: [Role of Principal](#), [Role of Lighthouse Coordinator](#), [Role of Action Team Leader](#).

What quick reference resources should I print and copy for staff?

- We recommend starting with the [Leader in Me Framework](#) and the [7 Habits at-a-Glance](#) as foundational documents. If you're looking for more, you might consider empowering new and returning staff members to dive into Leader in Me by printing and sharing the [New Staff Packet](#).

What resources are available for new staff members?

- Teaching at a leadership school is about more than learning the names of *The 7 Habits®*. We recommend ensuring that each new staff member engage in *The 7 Habits of Highly Effective People®* workshop. Use these [Onboarding New Staff](#) strategies and resources to reflect their worth and potential.

What is the process for certifying facilitators to share *The 7 Habits of Highly Effective Families®*?

- Check out the [Facilitator Certification](#) resource collection, as well as the [Facilitator Kit](#) resource collection to learn more about [teaching The 7 Habits of Highly Effective Families Course](#).

What ready resources are available for helping families and community partners understand Leader in Me?

- We have a wide variety of resources for partnering with families and community partners, including [Family Overview Resources](#), [Official Family Newsletters](#), and [Family Worksheets](#). We also recommend using the [Website Resource Bundle](#) when updating your school website, as well as print materials you may have, to help others learn more about your school. Lastly, check out the [At-Home Leadership Learning Resource Collection](#) for practical resources designed to extend leadership learning beyond the school day.

Where can I easily find videos?

- Take a look at [Leader in Me Studios](#) to quickly access a host of videos series for both students and staff. You'll also find The Empowering Teacher podcast there.



What curriculum resources are available for teaching *The 7 Habits* to students?

- The [Leader in Me Curriculum](#) provides comprehensive learning experiences for students from pre-K through 12th grade, empowering them to develop the life-ready leadership skills outlined in the [Student Leadership Portrait](#). It includes engaging lessons, digital slides, videos, student materials, and facilitator guides, all aligned with essential content, such as *The 7 Habits of Highly Effective People*, *The 4 Disciplines of Execution*®, *The Speed of Trust*®, and *The 4 Essential Roles of Leadership*.
- Explore our student-facing video series in the “For Students” section of [Leader in Me Studios](#) and harness [Habit Mini-Lessons](#).

Where can I purchase Leader in Me resources?

- Visit the [Leader in Me Store](#), where you'll find Leadership Kits, curriculum resources, posters, hallway signs, gifts, classroom supplies, and more! You can also navigate to the store via the top navigation bar on [LeaderInMe.com](#)

How are leadership classrooms different from traditional classrooms?

- There are many ways to collaborate with students to create a leadership classroom. [Building Our Leadership Classroom—Best Practices](#) is a guide for co-creating a classroom environment that fosters and shapes student leadership, leading to a strong positive environment.

What is Leadership Day?

- Leader in Me Schools around the world often host an annual Leadership Day, inviting family and community members to experience firsthand the great work happening on their campus. Though no two Leadership Days are alike, we're often asked about best practices when it comes to preparing for Leadership Day. Refer to this [Step-By-Step Backward Planning Guide](#) when you're ready to host your own Leadership Day.

How do I get started with a Staff Lighthouse Team?

- Building effective teams takes time and intention. Your Leader in Me Coach will support you in ramping your Staff Lighthouse Team through the [Core 1 Lighthouse](#) course and subsequent coaching sessions. We also recommend reviewing these [Staff Lighthouse & Action Teams](#) resources to support you in engaging and empowering your staff.

How do I get started with a Student Lighthouse Team?

- Ready to boost student leadership? From announcing the opportunity to officially launching the team, use [this bundle of downloads](#) to engage your Student Lighthouse Team. You may also be interested in the [Student Lighthouse & Action Teams](#) resource collection.

How do I get started with a Family & Community Lighthouse Team?

- Family and community members share the responsibility of Leader in Me implementation and broaden our impact beyond our building's walls. Use [these resources](#) to learn more about the possibilities when it comes to activating a Family & Community Lighthouse Team!

How do I build an annual implementation plan?

- Lighthouse Teams coordinate the key events and action steps for each action team, often in partnership with their coach. A [Schoolwide Implementation Plan](#) in the format of a Gantt Chart or timeline that spans the year helps. Many schools opt to display their annual implementation plan publicly and look to this [Top 6 Checklist](#) as a guide for creating and maintaining an effective display system.



ADDITIONAL RESOURCES



What are leadership roles?

- Student leadership roles transform simple classroom and school “jobs” into opportunities for students to practice leadership and experience the intrinsic rewards of responsibility and accomplishment. Providing opportunities for students to be leaders is one of the most vital components of Leader in Me, serving at least four purposes:
 - Offers students opportunities to put into practice the leadership skills they are learning. Talking about being responsible has far less impact than actually being given a responsibility and trusted to follow through.
 - Helps students gain self-confidence and a feeling of self-worth.
 - Spreads the effort. “Many hands make light work.”
 - Opens the door for good ideas. Students have great ideas to make the school a better place to learn and work. Why not tap into their perspectives?

What are *The 4 Disciplines of Execution*?

- *The 4 Disciplines of Execution* form a tested, sequential process that helps individuals and teams achieve their *Wildly Important Goals*®. They're as important as *The 7 Habits* in building highly effective schools. Explore the *The 4 Disciplines of Execution* resource collection to learn more about how this powerful process helps us get our most important work done in the midst of the whirlwind that is school.

What goes into a Leadership Portfolio?

- Take a look at the Leadership Portfolio resource collection, which includes resources about the five sections commonly included in a portfolio, examples of portfolios, templates for different ages, and more.

What is the Measurable Results Assessment?

- The Measurable Results Assessment (MRA) is a systematic survey tool used by Leader in Me Schools to gain data-informed insight on the factors that support the development and growth in the areas of Leadership, Culture, and Academics. Access your school's MRA Dashboard to get started or learn more by exploring the resources featured below. Take a peek at the MRA Resource Collection to learn more.

I'm new to Leader in Me Online. Where do I begin?

- Leader in Me Online is your digital partner in developing life-ready leaders. Watch Where's What on Leader in Me Online? to learn more about navigating the site. We also recommend reviewing the How Are You Using Leader in Me Online? resource as a quick reference for tapping into the site's most powerful features and resources.
- If you're looking for a way to browse the site thematically, we recommend navigating to the Resource Library and reviewing the collection for each Framework practice.

Where do I find my school's registration code for Leader in Me Online?

- You can access your school's registration code at any time on your school profile. Please be sure to share your school's registration code with all staff members so that they can register for Leader in Me Online accounts. You have the option to send a preformatted email to your staff using the “Users” tab and selecting the “Invite Users” button on the Users page. Learn more about managing users in our help center.

How do I manage school users on Leader in Me Online?

- To manage users you will first need school or district administrator permissions. If you do not yet have those permissions, please contact your current school administrator, principal, or district administrator for access. Please note that every user at your school will be required to sign up with a new account and accept the terms of use. Review additional directions to set up new users on Leader in Me Online.

How do I renew our school membership?

- For renewals and other membership questions, please contact your Education Success Partner (ESP). You can find your FranklinCovey team's information by going to your school profile.

ADDITIONAL RESOURCES

How do I make sure I receive Leader in Me Weekly emails?

- If you're a member of the Leader in Me Community, you should be receiving Leader in Me Weekly, a weekly email with practical try-it-today resources, every Tuesday at 8:00 AM (MDT, MST)! If you're a principal or coordinator, we also deliver a Special Edition email the first Thursday of each month at 8:00 AM (MDT, MST)! Don't miss out on these direct-to-your-inbox tips and strategies about how to nurture leadership growth in yourself and everyone in your building. If you're not receiving these emails, first check your junk or spam folder. They can sometimes get shuffled there. If they aren't in there, please email support@LeaderInMe.com, including your name and your school name, and we'll work to get you set up! We also invite you to review this [Leader in Me Weekly](#) note from our help center.

How do I share resources from Leader in Me Online with other people, such as staff, students, and families?

- Use the link or email button to [share resources with others](#) or [embed resources](#) on your site.

How can I quickly get back to my favorite resources on Leader in Me Online?

- Click the heart button on resources to add them to your Favorites. Learn more about the Favorites feature and other [tips for navigating the resource library](#) in our help center.

