

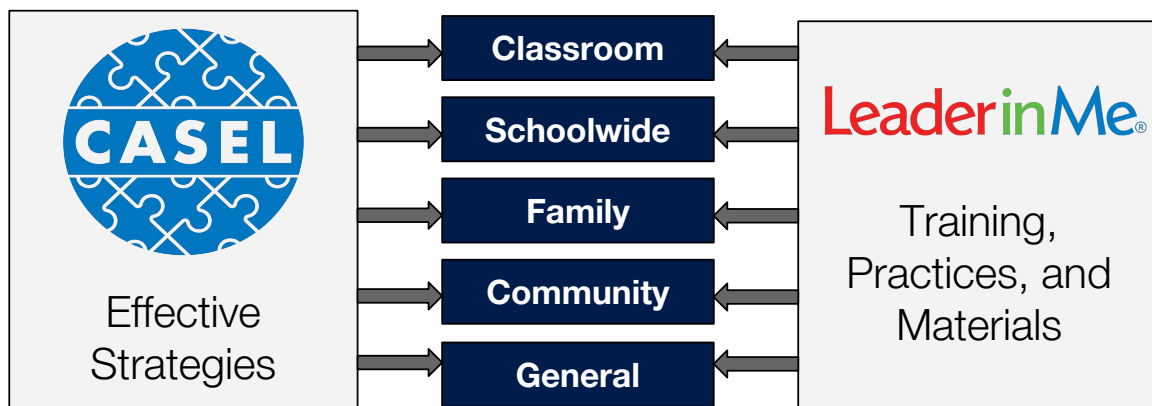
Leader in Me Alignment With CASEL's Effective Social-Emotional Learning (SEL) Strategies

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The Collaborative for Academic, Social, and Emotional Learning (CASEL) is the leading authority in the advancement of SEL in education. CASEL's focus on empirical evidence and extensive collaborative efforts has made it the trusted source for educational administrators and policy makers seeking guidance on how to effectively advance social and emotional learning in their PreK-12 students. To meet this need, CASEL has identified 22 strategies that have been found to promote and advance the teaching and development of social and emotional skills across five settings: *classroom, school, family, community, and general*.

The list of strategies is meant to be broad and comprehensive to cover many types of SEL programs and approaches, with the expectation that no single program or approach will have specific training or materials to meet them all. However, the number of strategies utilized by a program speaks to the range of potential impact across the five settings.

Leader in Me is a whole-school improvement process that became a CASEL SElect program after an extensive review. During the CASEL endorsement process, we had the opportunity to align our leadership approach to SEL development with the SEL strategies and provide evidence of this alignment through the trainings, practices, and other core content available to *Leader in Me* Schools. This process identified clear connections between *Leader in Me* and 19 of the 22 possible SEL Strategies. Following their review, CASEL determined that the *Leader in Me* process offers their highest level of support to schools across all five of their recognized settings; classroom, school, family, community, and general.



The following tables provide a brief explanation of the CASEL strategy, a short summary of the *Leader in Me* connection, and detailed examples of the training, practices, and materials within *Leader in Me* that provide tangible evidence of the alignment.

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Classroom-Level Setting

CASEL Effective Strategies	Leader in Me Alignment
<p>SEL Lessons Lessons are provided to facilitate explicit instruction around SEL skills, behaviors, and attitudes.</p>	<p><i>The 7 Habits of Highly Effective People</i>, along with the <i>Leader in Me</i> framework, provide the learning and practices for social-emotional learning, development, and skill building. <i>Leader in Me</i> helps schools create systems for direct teaching, integrated approaches, and teacher/adult modeling. Teachers follow a grade-level or team year-long plan that specifically outlines when all students will be directly taught the <i>7 Habits</i> and leadership principles through <i>Leader in Me</i> K-12 curriculum or teacher-developed equivalent lessons. Lessons are designed to lead students to higher-order thinking, internalization, skill-building, effective behaviors, and real-world application in all areas of life. <i>Leader in Me</i> provides K-6 Student Guides and Teacher Guides that contain 38 lessons covering key to provide social-emotional learning and key leadership/life skills. Lessons are designed with engaging, project-based learning and problem-solving strategies with a reflection component, leading to high-order thinking, critical thinking, and internalization for everyday application and behaviors. The <i>7 Habits</i> and other key learning concepts are also integrated into all subjects taught at the schools, including non-academic areas, thereby deepening student learning, skill development, behaviors, and application. Finally, adults model <i>7 Habits</i> thinking, behaviors, skills, and language on a daily basis to deepen learning and application.,</p>
<p>Instructional Practices The program has instructional practices that are specifically designed for use throughout daily instruction. These practices promote a learning environment that fosters student SEL and academic learning</p>	<p>Traditional educational mindsets dictate that educators control and direct student learning. The <i>Leader in Me</i> process reshapes mindsets of educators to empower students to lead their own learning. Using an Empowered-Learning Approach, the following occurs at <i>Leader in me</i> Schools: (1) Teachers proactively build trusting relationships with students and foster trust among them. As a classroom climate of trust takes root, students feel safe to take academic risks. (2) Students lead their learning through active engagement with the content and learning tasks, using the <i>7 Habits</i> to work effectively and independently with their peers. (3) Teachers and students partner on collaborative planning and reflection to promote student empowerment and continuous improvement. (<i>Leader in Me</i> formally trains teachers to create a student-led learning environment through <i>Empowering Instruction</i>, but the foundation for this learning is laid in the <i>7 Habits, Launching Leadership, & Creating Culture.</i>)</p>
<p>Relationship Building The program provides guidance around procedures and social strategies for promoting positive behavior and resolving problems after they occur.</p>	<p>Traditional paradigms say only a few can be leaders and only a few are gifted. In <i>Leader in me</i> Schools, everyone from teachers and staff (office, custodial, cafeteria, etc.) to students are developed as leaders who have genius with unique worth and potential. This paradigm shift transforms the relationship between principals and their staff, and between teachers and students—giving voice to students in their classroom and schoolwide. These paradigms of leadership and genius are intentionally built and reinforced through a leadership culture that applies the <i>7 Habits</i> along with the <i>13 Behaviors of High Trust</i> framework, an inspiring leadership physical and emotional environment (using a key concept called the Emotional Bank Account), a common leadership language, and opportunities for all students and staff to serve in leadership roles, and build relationships. As a result, <i>Leader in me</i> Schools build high-trust relationships, teamwork, unity, belonging, and common purpose at school—for transformational results.</p>

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Classroom-Level Setting (cont.)

CASEL Effective Strategies	<i>Leader in Me</i> Alignment
<p>Positive Classroom Management The program has strategies that help teachers build supportive and encouraging relationships with students and to promote positive relationships and mutual respect among students.</p>	<p>The 7 Habits provide the foundation for developing the mindset, skillset, and toolset for personal and interpersonal leadership skills, leading to strong, healthy relationships. Starting first with Habits 1-3, students learn how to be self-regulated and responsible (Habit 1: Be Proactive), how to make plans based on what is most important (Habit 2: Begin With the End in Mind), then how to set and act on priorities (Habit 3: Put First Things First). Adults operate by the same habits in their own work and in their daily routines, using 7 Habits language and behaviors to help teach and support their students. With a strong foundation for personal leadership, students then learn interpersonal leadership with Habits 4-6, which helps them learn how to get along with others. Habit 4: Think Win-Win is the habit of seeking for mutual benefit for all; students learn to consider others and their interests and needs. Habit 5: Seek First to Understand, Then to Be Understood helps students learn empathy and listening skills to understand others. Habit 6: Synergize is the habit of mutual cooperation and seeking ideas with others to get better results. In whole, adults throughout the school use these same habits to build nurturing, respectful relationships with students, and in the same way, students use the same habits to build relationships with their peers and adults, unifying the school and classrooms by a common framework of leadership behaviors and language. One specific practice found in the 7 Habits is the Emotional Bank Account (EBA), which is a metaphor for the amount of trust and respect in any given relationship. Adults proactively look for ways to make deposits in their students' EBAs to build high trust and caring. Students also practice EBA deposits with each other and with adults. In addition, <i>Leader in Me</i> uses the 13 Behaviors of High Trust framework to create positive, supportive relationships.</p>
<p>SEL Generalization The program promotes generalization beyond the SEL lesson and creating opportunities for students to practice their new skills in authentic contexts.</p>	<p><i>Leader in Me</i> integrates social and emotional learning schoolwide, from the classroom to the playground, schoolwide traditions, and events, to the bus routine, families, and home. It is this ubiquitous approach that distinguishes the <i>Leader in Me</i> process, which is designed to build systems to simultaneously improve culture, leadership, and academics for transformational results. As students learn valuable social-emotional skills through the 7 Habits, they also apply their skills through public speaking, service learning, goal achievement, and student leadership roles, where they plan, organize, and lead classroom or schoolwide activities, routines, and special events. In addition to direct lessons and empowered instruction, the 7 Habits and other leadership concepts are integrated into all curriculum to deepen and reinforce social-emotional learning.</p>
<p>Shared Agreements Program materials provide teachers with suggestions for how to involve all students in developing a set of classroom goals, norms, or behavioral guidelines.</p>	<p><i>Leader in me</i> Schools use key leadership practices to build a feeling of community, establish a common vision, and build trust and unity through regular routines and activities. These key practices included School mission statement known and applied by all, classroom mission statements created by students, established codes of conduct or expectations in classrooms and areas around the school (gym, cafeteria, etc.), and Win-Win agreements between students or students and adults. In addition, <i>Leader in Me</i> practices and systems are designed to give students voice and choice, empowering them to run key areas of the school and activities. For example, students lead classroom or schoolwide discussions to problem-solve or make decisions, plan projects, organize events/activities, set goals, and actively teach <i>7 Habits</i> and <i>Leader in Me</i> principles and practices in diverse school settings and at home. In addition, the Empowered-Learning Approach puts the focus on learning rather than teaching. Teachers learn how to release control as a way to enhance learning and unleash the potential of their students to develop lifelong social-emotional skills.</p>

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School-Level Setting	
CASEL Effective Strategies	Leader in Me Alignment
<p>Systemic Support for SEL The program provides guidelines for building a schoolwide sense of community or to support SEL planning, implementation, and sustainability.</p>	<p><i>Leader in Me</i> acts as an operating system in schools to develop students as leaders with social-emotional learning/skills, and character and competence skills. This systems approach transforms schools to proactively provide sustainable social-emotional learning and build a strong sense of community, engaged learning, empowerment, collaboration, and belonging. While all teachers focus on creating their leadership classrooms with students, there is an adult Staff Lighthouse Team that leads school transformation systems and practices with the support of all staff who serve on specialized Staff Action Teams. Student and Parent/Community Lighthouse Teams are also prominently engaged in creating the school they envision. In the process, students serving on school leadership teams (representing all grade levels and ages) are able to develop social-emotional skills or apply skills and talents they have developed. As a result of systematically involving all stakeholders, social-emotional learning/development is sustainable and also continually growing.</p>
<p>Adult SEL The program includes strategies for enhancing adults’ ability to model social-emotional competence for students throughout the school community and/or promote adult health and well-being. This is often addressed through professional learning and developing a deeper understanding of SEL strategies adults will be facilitating with students.</p>	<p><i>Leader in Me</i> begins with an Inside-Out Approach, meaning training always begins with adults (faculty and staff) so they can internalize the 7 Habits then teach and model them to students. Therefore, the first step is to train adults in <i>The 7 Habits of Highly Effective People</i>. The 7 Habits provide the framework, principles, and practices for leadership and social-emotional skills development. The goal is to help adults (teaching, non-teaching, support staff, administration) become more effective, not only at their jobs, but in all areas of their lives—home, community and beyond. Because of the power of the 7 Habits, faculty and staff unify in a common vision, mission, and purpose. As a result, they develop a shared mindset, skillset, and toolset for effectively teaching and modeling the 7 Habits.</p> <p>Adults also receive additional training and coaching year over year, and receive curriculum and teaching/learning materials to effectively teach students social-emotional skills through the 7 Habits and key <i>Leader in Me</i> practices (e.g. student leadership roles, Leadership Notebooks, Student-Led Conferences, classroom mission statements, student mission statements, goal setting, public speaking, planning and leading activities/events, student-led learning, empowering instruction, teaching at home, etc.). Success is driven through adult collaboration on action teams and setting schoolwide, classroom, and personal goals, creating school alignment and unity toward shared goals and outcomes. <i>Leader in Me</i> empowers all adults, regardless of their role or position, to be leaders, to model the 7 Habits and <i>Leader in Me</i> practices, and to make their unique contributions—giving voice to all, and fostering engagement and collaboration. As a result, the school transforms with a ubiquitous leadership culture where everyone has opportunities to fulfill their potential.</p>

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School-Level Setting (cont.)	
CASEL Effective Strategies	Leader in Me Alignment
<p>Peer Mentoring The program includes strategies for cross-age or cross-subjects peer mentoring. The goal of peer mentoring is to enhance students’ sense of connection to peers or as a way to provide academic support.</p>	<p><i>Leader in Me</i> provides diverse opportunities for peer mentoring for both adults and students. The following activities facilitate adult mentoring and collaborations: (1) Adults are encouraged to work in teams for collaborative planning and reflection; (2) adults collaborate on adult action teams to implement <i>Leader in Me</i> practices throughout the school and mentor teachers who need assistance, including new teachers; (3). adults work together on grade/team goals and personal goals, and in the process, mentor each other and work as Accountability Partners for reflection, feedback, learning, continual improvement and celebration. Students also have diverse ways to mentor and be mentored. As they serve in student leadership roles, they can choose to mentor other students to learn a social-emotional or an academic skill, or they mentor students who are taking over their leadership role. Students also set goals and work with an Accountability Partner, who is a classmate. This provides valuable weekly opportunities for students to mentor (providing feedback, reflection, celebration, etc.) each other and create positive peer relationships. Through the Empowering-Learning Approach, students are also given opportunities for student-led learning, Teach to Learn activities (students teach other students), and working in groups or pairs for project-based experiential learning, which can involve peer mentoring.</p>
<p>Student Supports Program materials include strategies for working with students who are in need of additional support.</p>	<p>Because a student’s learning, development, and behavior at school are largely a function of how well his or her needs are met, <i>Leader in Me</i> focuses on creating empowering support systems schoolwide, and in the classrooms with outreach to families to nurture and develop students toward success. A few key foundational paradigms guide everything at <i>Leader in me</i> Schools: (1) Everyone can be a leader, versus leadership for the few; (2) everyone has genius, versus a few people are gifted; (3) develop the whole person, versus focusing solely on academic achievement, and (4) “leadership is a choice not a position,” and “Leadership is communicating the worth and potential of people [students, adults] so clearly that they come to see it in themselves.” The latter paradigm was Dr. Stephen R. Covey’s definition of leadership. <i>Leader in Me</i> practices and systems are based on these paradigms and are designed to develop the whole child in in all areas of life, in and out of school. Systems and practices for supporting and developing the whole child include: focus on social-emotional learning/skills through the 7 Habits, student leadership roles, Leadership Notebooks, goal setting and tracking toward achievement, student action teams, Emotional Bank Accounts to build high-trust relationships (among peers, teachers, and students), use of the 13 Behaviors of High Trust, student-led classroom activities and schoolwide events, empowering instruction and student-led learning, Accountability Partners for encouragement and support, peer-to-peer mentoring, and parent and community involvement for supporting leadership development of the students. Through these practices, <i>Leader in me</i> Schools build emotional engagement, a strong sense of belonging, and positive student-teacher relationships, which research shows as being the most effective methods for helping all students, but especially those who negatively act out in an attempt to have their basic needs met.</p>

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Family-Level Setting	
CASEL Effective Strategies	Leader in Me Alignment
<p>Family Intervention Component</p> <p>The program includes strategies for working directly with family members.</p>	<p><i>Leader in me</i> Schools involve families and support social-emotional learning at home. This occurs in diverse ways. First, there is a Family Learning component to <i>Leader in Me</i>. Schools engage families in frequent communication (Parent Nights and other special events, social media, newsletters, letters home, one-on-one meetings, phone calls, classroom notes, etc.) according to what works best for their families. Communication focuses on how students are learning and developing leadership and social-emotional skills through the <i>7 Habits</i> and <i>Leader in Me</i> practices. Communication also focuses on teaching families what the 7 Habits are and how to use them at home. Second, schools offer <i>7 Habits</i> training for families in formal and informal settings in order for families to further help their student’s social-emotional development and to strengthen family life and relationships at home. Third, parents get involved by serving on the Parent Lighthouse Team and partnering with the school to implement ideas for supporting students and families. Fourth, the school equips students to play a leadership role at home by helping them teach the 7 Habits and other leadership principles at home. Fifth, the school holds regular Family & Community events to help students showcase their leadership, apply their social-emotional skills, and help the family and community engage in leadership.</p>
<p>School Involvement</p> <p>The program includes strategies for actively engaging families as part of the school community.</p>	<p><i>Leader in me</i> Schools involve families in ways that help their children apply their social and emotional learning. During Family & Community events like Leadership Days, students practice communicating effectively through demonstrations of public speaking, creative writing, group or individual performances, school tours, classroom visits, and other activities. Student-Led Conferences are an opportunity for parents to see how their child is developing self-regulation, personal management, and prioritization through their ability to set, track, and achieve goals. Teachers reach out to families weekly to share positive information about their child’s social and emotional learning development, and often give students Teach to Learn opportunities at home. Through the analysis provided in the Measurable-Results Assessment, the Adult Lighthouse Team is able to better identify and act on barriers to engagement felt by their students’ families.</p>
<p>Activities and Resources for Home</p> <p>The program includes guidelines for (1) activities that involve parents/ caregivers and extend SEL into the home or (2) informational resources that can be sent home to connect families to their student’s learning.</p>	<p><i>Leader in Me</i> provides several resources for use at home: (1) Curriculum incorporates “Taking It Home” suggestions for each of the 40 lessons; (2) <i>Leader in Me</i> Online features “<i>Leader in Me</i> at Home” 7 Habits activities, and a <i>Leader in Me</i> Parents Guide, which is filled with 7 Habits lessons and activities to use at home; (3) families can use the book <i>The 7 Habits of Happy Kids</i> to teach and use the habits at home; (4) students do teaching at home, using resources provided by teachers. All of these resources provide easy, engaging ways for at-home learning, discussions, and practice with families and students.</p>
<p>Individualized Communication</p> <p>The program includes strategies for communicating with families about their child’s progress and accomplishments, not just their misconduct.</p>	<p>Family communication is an integral part of the <i>Leader in Me</i> process because the more knowledgeable the families are with social-emotional learning and the 7 Habits, the better they are able to engage at school and the leadership model at home. Teachers and staff use 7 Habits language with families, and provide not only schoolwide communication but also personalized communication to families highlighting positive news about their child’s leadership development. Students also communicate directly with their parents/guardians at Student-Led Conferences by sharing their goals and achievements in academics, leaderships, and other areas of their life. During these conferences, students take great pride in sharing content from their personal Leadership Notebooks to showcase their growth and success.</p>

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Community-Level Setting	
CASEL Effective Strategies	Leader in Me Alignment
<p>Service Learning</p> <p>The program offers suggestions for how students may become involved in service projects conducted in their community. Materials provide explicit guidelines for how to practice SEL skills during the project. Often guidelines include a process for reflection following the experience.</p>	<p>In <i>Leader in me Schools</i>, being a leader means learning how lead self, then lead others to help others and make an impact in school, family, and community. Students are empowered to find their voice and ways to serve. They are encouraged and supported to think of ideas to make a difference through service projects, both in formal and informal settings. Students plan, organize, set goals, and track success of their service in individual ways, with teams, and with schoolwide projects. One specific system that supports service learning are student-led classroom or schoolwide events. These events are planned and run by students, and are designed for peers, families, and the community. Leadership events are often service-oriented; students choose a project, plan, organize, track their activities and outcomes, then celebrate. Teachers help students use Leadership Notebooks to set and track their goals and reflect on ways they are serving, and how they are developing leadership in the process.</p>
<p>Community Partnerships</p> <p>The program provides guidance for creating meaningful partnerships with community groups, local organizations, and/or local businesses. The goal of these partnerships is to engage with community groups or local businesses to support SEL in the community.</p>	<p><i>Leader in me Schools</i> invite community partnerships (civic leaders, parents, business leaders, employers, artists, etc.) to support student leadership development. Partnerships take the form of school visits, activities with students to share leadership talents and stories, engaging in service-learning projects, providing funds or other resources, and engaging in mentoring programs. In addition, the school has student-led Family & Community events, where community members are invited to learn about leadership, the 7 Habits, and see students demonstrate their leadership through various activities.</p>
<p>Community-Awareness Activities</p> <p>The program provides suggestions for creating activities in which students spend time engaged in meaningful school- or community-based volunteer work</p>	<p>In <i>Leader in me Schools</i>, being a leader means learning how to help others and make a difference at school and in their community. Schoolwide events are transformed into volunteer opportunities for students to develop leadership skills and serve their school. These events are planned and run by students, and are designed for peers, families, and the community. Many of these events focus on solving a particular problem at school or providing a service e.g. school clean-up day, planting a garden, an art project, or athletic event to raise funds. Students also plan and organize volunteer service in their communities to raise money or provide valuable time or other resources to a worthy cause. These types of events often involve parents and community members, building positive relationships and social-emotional learning.</p>

Leader in Me Alignment With CASEL’s Effective SEL Strategies

General Strategies	
CASEL Effective Strategies	Leader in Me Alignment
<p>Student Voice The program provides suggestions and strategies for promoting an inclusive classroom and school climate where student input and perspectives influence learning (e.g., meaningful leadership opportunities for students, using student input to shape course curriculum and inform daily practices).</p>	<p>At the heart of <i>Leader in Me</i> is student voice and choice—designed to empower students to find their voice, fulfill their potential, and become leaders in their classroom, school, home, and community now and in the future. All <i>Leader in Me</i> practices and systems focus on teaching social-emotional learning and leadership for developing the whole-child, with the purpose of enabling students to become genuine leaders who can confidently make their unique contributions in all areas of their life. Students find their voice while serving in student leadership roles and on Student Action Teams, using their Leadership Notebooks to track their leadership, learning, goals, and achievements; engaging in Student-Led Conferences where they take charge in sharing their learning, goals, and leadership with their parents/guardians; and organizing and leading events or routines. The end in mind for adults is to turn things over to their students, nurture them, help them lead their own learning, release them toward voice and choice, and give them real-life opportunities to practice leadership.</p>
<p>Cultural Responsiveness The program provides suggestions and strategies that facilitate teachers and other school staff learning about the cultural backgrounds, everyday experiences, and perspectives of the students with whom they work.</p>	<p>At the core of interpersonal leadership at <i>Leader in me</i> Schools is the celebration of people’s differences and diversity, and looking for the strength in others. Habit 4: Think Win-Win and Habit 5: Seek First to Understand, Then to Be Understood, specifically teach students to think of others and their needs—to think beyond oneself—and listen to others with empathy to truly understand their perspective, especially when there is a disagreement or conflict. Habit 6: Synergize teaches the principle of looking to the strengths of others and their diverse ways of thinking or ideas to come up with creative or innovative solutions together. These habits of interpersonal effectiveness help open the minds of students and adults to develop awareness, respect, and openness to others, especially those who may be different, and in times of conflict. The end in mind is to go beyond tolerance to true appreciation and celebration of differences, and not seeing differences as bad. Many <i>Leader in me</i> Schools have taken up the practice of identifying their students’ diverse cultures or nationalities, and celebrating their countries of origin by prominently displaying global flags and organizing diverse cultural events. <i>Leader in me</i> Schools send a powerful and pervasive message to celebrate others.</p>