



6+1 Ingredients RUBRIC

School _____

Year of Implementation _____

Date _____

PURPOSE OF THE TOOL: This rubric is designed to capture your team’s fidelity of LIM implementation and progress by examining key components of the 6 (+1) ingredients that successful LIM schools utilize.

DIRECTIONS:

- 1) Your Lighthouse Team will schedule a time to self-assess your progress as a school on criteria specific to the implementation of Leader in Me.
- 2) In advance of the group meeting, each member of the Lighthouse Team should spend time considering the progress of your team on each criteria.
- 3) This rubric should be reviewed three times a year. To reflect on your progress each year, mark each time you do it differently (e.g. X= Beginning of year, O=Mid-year, += End of year)

CONSIDERATIONS: As your team thinks through each of these areas, please keep in mind the following levels of implementation from another angle. Think “depth” of implementation within these contrasting categories:

- 1) School-wide implementation- how deeply have you infused leadership across within your school-wide efforts
- 2) Classroom-level implementation- how deeply have individual teachers infused leadership into their classroom
- 3) Adult-level implementation- how deeply are the adults living, breathing, modeling the 7 Habits and infusing them into their lives personally and professionally
- 4) Student-level implementation- how deeply are students living, breathing, and applying the 7 Habits

CULTURE	0 Not Started	1 Emerge	2 Engage	3 Embrace	EVIDENCE	
					+	△
Modeling LANGUAGE		Introduction of 7 Habits and leader language by adults is emerging within school culture.	7 Habits and leader language is used regularly by adults and emerging with students	7 Habits and leader language are naturally woven into discussions, learning activities, communications among adults and students; Common language is officially embedded into school culture.		
Modeling MISSION STATEMENTS		A school-wide mission statement has been created and is posted.	A school-wide mission statement has been created and is posted around the school and in all classrooms; Each classroom has their own mission statement and is posted within the classroom.	A school-wide mission statement has been created and is posted around the school and in all classrooms; Each classroom has a mission statement and is posted within the classroom. All staff and students have a personal mission statement created/posted in an area of meaning to them. They know and can explain the missions to key stakeholders.		
Systems BEGINNING OF YEAR <i>(input conferences, handouts, etc...)</i>		7 Habits and leadership is superficially introduced into beginning of year activities	7 Habits and leadership is moderately introduced into beginning of year school-wide and classroom activities	7 Habits and leadership is thoughtfully introduced into all aspects of beginning of year- both school-wide and classroom activities		
Systems STUDENT LEADERSHIP ROLES		A few students have classroom or school-wide leadership roles.	100% students have classroom level leadership roles; Some students have an opportunity to engage in school-wide leadership roles. An evolving system exists to involve, recruit, hire, and train students in leadership roles.	100% of students have a classroom level leadership role; 100% of students have an opportunity to engage in school-wide leadership roles throughout the school year. A well-run system exists to involve, recruit, hire, and train students in leadership roles.		
Systems DISCIPLINARY PROTOCOLS		7 Habits and leadership language are minimally used related to student discipline	Adults are starting to reflect on disciplinary situations in the context of 7 Habits and leadership (e.g., Language, protocols).	All building level and classroom level disciplinary actions reflect upon and incorporate the 7 Habits and leadership into discussions, protocols, and consequences. Infused with PBIS structures as applicable.		
Systems STUDENT LIGHTHOUSE TEAM		Students are asked to participate in leadership committees, but a Student Lighthouse Team has not been established.	Student lighthouse team has been established, but the activities are largely directed by adults.	Student lighthouse team has been established; Students have been trained in leading and participating in teams; Students lead the meetings and associated activities, seeking adult guidance as needed.		
Systems ADULT LIGHTHOUSE TEAM		A Lighthouse Team has been established.	A Lighthouse Team has been established, meets regularly, and makes progress on school-wide goals.	A Lighthouse Team has been established, meets regularly, and makes progress on school-wide goals. They champion LIM through & provide resources to their school as needed.		
Systems PARENT LIGHTHOUSE TEAM		No parent representation exists within the Lighthouse Team.	A parent is part of the adult Lighthouse Team.	A parent Lighthouse Team has been established and is actively involved in moving LIM forward in the building.		
Systems		7 Habits are occasionally included in professional development, but	7 Habit are infused into professional development periodically and is a chance for	7 Habits and LIM professional development are infused into professional development regularly, through such things as 7 Habits in		

PROFESSIONAL DEVELOPMENT		is typically focused on things to do with kids.	adults to focus on applying 7 Habits in their own lives.	7 Minutes, booster shots, adult-led activities, renewal opportunities, student-led activities, and use of video series.	
Systems NEW STAFF ORIENTATION		New staff learn about LIM by immersion into the school culture.	New staff are sent to the “New Teacher 7 Habits” training.	New staff are sent to the “New Teacher 7 Habits” training and have a LIM mentor who helps them understand the various aspects of LIM, provides them resources, and provides them necessary professional development to understand and implement LIM in their role.	
Systems LEADERSHIP EVENTS		A leadership event is held; the audience is students; the event is planned by adults.	A leadership event is held for community members; the event showcases student leadership; the event was largely planned by adults.	A leadership event is held for community members; the event showcases student leadership; the event was planned by the student lighthouse team or other student committee with support from an adult as needed.	
Environment		The LIM Banner is displayed in a place of prominence in the school.	Evidence of LIM exists with some posters, banners, displays reflecting leadership around the school.	Evidence of LIM visually exists throughout each classroom and school wide via mission statements, posters, banners, student work, artwork, murals, displays, & photos of student leaders. The environment is vibrant, inviting and says “I’m a LIM school”. The school mission (e.g., Growing leaders one habit...) is infused into the environment.	
Traditions GENERAL EVENTS (e.g., orientation, carnivals, assemblies, trips, celebrations, projects).		LIM is superficially infused into general events.	LIM is infused to a moderate degree in some general events	LIM is authentically infused into all general events.	
Traditions FAMILY NIGHTS		LIM is minimally incorporated into family nights with a little opportunity to learn about LIM.	LIM is moderately incorporated into family nights with some hands on opportunities to learn more about LIM.	LIM is authentically infused into all family nights. 7 Habits and leadership are infused into all activities, allowing students and families to engage authentically about LIM.	
Faith (as applicable)		LIM is minimally incorporated into the faith culture of the school.	LIM is moderately incorporated into the faith culture of the school.	The tie of leadership and faith is interwoven into the daily fabric of the school and reinforced at all levels.	
ACADEMICS	0 Not Started	1 Emerge	2 Engage	3 Embrace	EVIDENCE + △
Modeling GOAL SETTING & SCOREBOARDING		Adults talk about goal setting and score-boarding process with students. Students set 1 goal and scoreboard that goal.	Adults model their own goal setting and score-boarding process with students; Students set 2-3 academic and personal goals; Individual student goals tie to classroom goals and progress is on display.	Adults model their own goal setting and score-boarding process with students; Students set a minimum of 3 academic and personal goals; Students know their goal, where they are at in relation to their goal, and know how to meet the goal. Individual student goals tie to classroom goals and school wide goals. Scoreboards are displayed throughout each classroom and the school.	
Systems LEADERSHIP NOTEBOOKS		A few students from a classroom or grade level pilot leadership notebooks	A classroom or grade level team pilots use of leadership notebooks.	100% of students utilize leadership notebooks. Students regularly provide reflections, monitor goals, share with parents, and add new evidence of leadership. With regard to goals, students know their goal, where they are at in relation to their goal, and know how to meet the goal.	
Systems STUDENT-LED CONFERENCES		A few students from a classroom or grade level pilots student-led conferences.	A classroom or grade level team pilots student led conferences.	100% of students lead their parent-teacher conferences. A school-wide system of success criteria is established, including the minimum criteria for student-led conferences.	
Curriculum & Instruction INFUSION		Adults use ready-made LIM materials for lessons.	Adults are moving past ready-made curricular materials and embedding 7 Habits and leadership into some facets of curriculum.	Academic standards have been reviewed and leadership concepts have been fully infused into curriculum. Adults are embedding 7 Habits and LIM into all facets of the curriculum.	
Curriculum & Instruction LIM ONLINE		The Lighthouse Team is familiar with and uses the LIM Online for resources.	The Lighthouse Team is familiar uses the LIM Online for resources; The Lighthouse Team has walked the staff through the LIM website.	Adults (minimum 80%) regularly utilize the LIM Online website for resources and lesson ideas. Adults share locally developed resources with the LIM community as well.	
Curriculum & Instruction LEADERSHIP TOOLS & FACILITATION		Adults use leadership tools; Adults facilitate instruction.	Students begin to use leadership tools; Adults are embedding different strategies for engaging students in their learning.	Leadership tools are utilized by adults and students; 7 habits and leadership opportunities are authentically infused into instruction; staff create and share lesson plans and instructional ideas for infusion of LIM.	