kid•FRIENDLy
Project 1: Students as Leaders

Project Description and STEP Instrument Development

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ABSTRACT

The Leader in Me Program is designed to improve student conduct, performance, and ethical development through the use of Stephen Covey's 7 Habits of Highly Effective People, which were developed in Covey's 1989 book of the same name. This document will provide an essential overview of Covey's 7 Habits, as well as an overview of how they are being implemented through The Leader In Me program at schools throughout Kentucky. It will also examine the ways in which the effectiveness of this program is being evaluated by the Rock Solid Evaluation Project at Western Kentucky University.

THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE AND THE LEADER IN ME

Introduction

The Rock Solid Evaluation Project at Western Kentucky University was established to evaluate the Green River Regional Educational Cooperative (GRREC) & Ohio Valley Educational Cooperative (OVEC)'s Race to the Top—District (RTT—D) program, kid FRIENDLy (Kids Focused, Responsible, Imaginative, Engaged, and Determined to Learn), which is an implementation of The Leader in Me (TLIM) program. To this end, an evaluation instrument has been developed to gauge the potential effectiveness of TLIM in changing student leadership characteristics and social and emotional development.

Based on Stephen Covey's *The 7 Habits of Highly Effective People* (Covey, 2013) and Sean Covey's *The 7 Habits of Happy Kids* (Covey, 2008), TLIM is a school-wide program that was developed by Muriel Summers and designed to improve school performance and student behavior (FranklinCovey, 2014a). TLIM is being implemented in stages, with Cohort I Kid FRIENDLy schools in GRREC & OVEC regions receive the first treatment and Cohort II receiving said training at a later date. The interdependent roles of GRREC, OVEC, Rock Solid, and FranklinCovey (the publisher and owner of TLIM) are complex, and the logic model found in Appendix A allows for a clearer visualization of their relationships than can be provided here.

The 7 Habits of Highly Effective People

Before examining The Leader in Me program, one should at least be familiar with the 7 Habits of Highly Effective People. They are as follows:

1. Be Proactive

2. Begin with the End in Mind

3. Put First Things First

4. Think Win-Win

5. Seek First to Understand, Then to be Understood

6. Synergize

7. Sharpen the Saw

Each of these habits was noticed by Covey, elaborated upon them at some length.

Be Proactive

This habit is essentially that of taking responsibility for one's own actions, conduct, and decisions. It is distinguished from that of being *reactive*, meaning that a person only reacts to that which happens to him of her. This habit also encourages a person to think about matters that are relevant to him or her and over which a person has some control, which are categorized as being in person's "Circle of Concern" and "Circle of Influence," respectively ("Habit 1: Be Proactive").

Begin with the End in Mind

This habit is that of developing clear and meaningful goals, and beyond that, of knowing both what a one wants and why one wants it. The habit can be cultivated through the creation of a Personal Mission Statement, which serves as a declaration of what one wants to do and be ("Habit 2: Begin with the End in Mind").

Put First Things First

This habit is that of prioritizing. In order for it be effective, one must have a clear list of priorities and goals, which should have been developed under the impetus of the first two habits ("Habit 3: Put First Things First").

Think Win-Win

In order to apply the habit of Thinking Win-Win, one focuses on mutual gains and cooperation rather than competition. It is not meant to mean that someone must always be nice, but rather that he or she acts in a principled way ("Habit 4: Think Win-Win").

Seek First to Understand, Then to be Understood

In order to apply this habit, one must first listen to what another person is saying, rather than simply use what is being said to develop a response ("Habit 5: Seek First to Understand, Then to be Understood").

Synergize

This habit is that of learning to work creatively with others. In order to do this, one must collaborate with an open mind and a willing to consider different ways of thinking and different perspective ("Habit 6: Synergize").

Sharpen the Saw

The habit of Sharpening the Saw is that of taking care of one's health and wellbeing. Aside from relating to obvious matters of physical health (such as nutrition and exercise), Sharpening the Saw also concerns building meaningful relationships, educating oneself, and cultivating one's spiritual development ("Habit 7: Sharpen the Saw").

The Leader in Me

The Leader in Me program was started in 1999 by Muriel Summers, principal of A.B. Combs Elementary, who, after attending a 7 Habits of Highly Effective People seminar, decided to integrate them into her school's culture and teaching methods. The program was successful and was eventually deployed at other schools ("What is The Leader In Me?").

Deployment of The Leader in Me

The Leader in Me is designed to do more than simply teach the 7 Habits to students. Rather, it is designed to integrate them into the core values of the institution. Thus, it deployment is done on a school-wide basis that requires both time and effort.

The timeline and steps for the process are thus:

—Year 1 ("Establishing a Culture of Leadership")—

1. Develop a clear vision of the school's overall goals and objectives (one day of staff training)

2. Teach staff about the vision, goals, and language of TLIM (three days of staff training)

3. Teach staff how to implement TLIM in a comprehensive way across the curriculum and how to create and assign leadership roles (one day of staff training)

4. Select "Lighthouse Team"—a team of about six staff members—and teach them how to implement and lead TLIM as it progresses through the school (one day of Lighthouse Team training)

—Year 2 ("Applying the Tools of Leadership")—

1. Teach all faculty and staff how to further develop TLIM implementation in the school, how to help students use leadership notebooks, and how to make best use of Student Leadership Roles (one day of staff training).

2. Review the success of the program thus far and the role of the Lighthouse Team and teach the Lighthouse Team and administrators how to effectively develop and track school-wide goals (one day of administration and Lighthouse Team training) ("How do School Implement The Leader in Me?")

Ideally, this program and its various components will allow students to function as more independent and capable members of their school and community.

Staggered Deployment of TLIM Intervention

Due to funding and resource limitations, TLIM will be deployed at schools in two cohort groups. Cohort I will extensive deployment of TLIM this year (2014), whereas Cohort II will begin extensive deployment of TLIM next year (2015). In addition to allowing teaching, training, and developmental resources to be used more effectively and distributed over a wider area, this strategy will also allow the Rock Solid Research Team to evaluate normal changes in student attitude and performance, as it would normally occur without TLIM intervention.

Application of TLIM in schools

TLIM is an all-inclusive approach to school-wide cultural change. As such, it relies on pervasive and persistent promotion of the key values of the 7 Habits. The seven habits are inculcated in students using a variety of methods, including:

1. Placing signage and recognizable symbols relating to TLIM in hallways, classrooms, and gymnasiums. For example, in Jody Richards Elementary school of Warren County, Kentucky, one school in which TLIM was being deployed, the signage was bright, obvious, and located in such a way that students were essentially guaranteed to see it whenever they passed through the halls, spent time in the library, or even ate in the cafeteria.

2. Integrating TLIM messages into core school communications, such as the school mission and motto. For example, one TLIM school (Jody Richards Elementary) has as a mission statement: "To being with the end in mind and be college, career, and citizenship ready," and: "Leaders do what is right, even when no one is watching," as a motto.

3. Integrating data-driven performance tracking into classroom instruction. This is done through the use of Leadership Notebooks, Data Scoreboards, and Data Notebooks.

The Leadership Notebooks are designed to enable students to set goals for themselves and articulate their objectives. Data Notebooks differ in that they are designed to provide students with information for tracking their academic and personal performance. Student information and performance is also presented on entire-school Data Scoreboards, which allow students to judge their performance in relation to their peers.

It should be noted that TLIM has not been implemented in all schools within the GRREC/OVEC region. This is partially due to a staggered deployment of the TLIM program being used as a method to optimize TLIM resource usage. Additionally, the TLIM program has not systematically been deployed at high schools in the GRREC/OVEC region due to it not being designed to be used above middle-school level. Rather, a separate program, Goal-driven, Resilient, Influential Teens (GRIT), will be deployed at the high-school level beginning in the summer of 2014. This program will incorporate Stephen Covey's 7 Habits, but in a manner better suited to adolescent-oriented instruction.

Several different events related to TLIM and GRIT have recently occurred or will occur in the near future. Below are the major events and their status. It should be noted that determining the exact chronology of these events may be difficult as they will occur at different schools at different points in time.

- 7 Habits of Highly Effective People Workshops (also called "Vision/7 Habits Signature Training") (for all school levels)

    Duration: 3 days of on-site training

    Schools HAving Received Education (SHARE): All schools, both cohorts by August 2014

- Achieving Schoolwide Goals (ASG), Faculty Lighthouse Team (FTT) training (for

   all schools)

   Duration: 1 day of on-site ASG training; 3 days of on-site training FTT training

   SHARE: All school's Lighthouse Teams

- Empowerment Day training (for all elementary and middle schools' staff)

   Duration: 1 day of on-site training

   SHARE: All elementary and middle schools' staff; date of anticipated

   completion unknown

- Great Leaders Training (for middle schools and high schools)

   Consisting of: Professional, on-site training, with Coach-Coaching and

   Support

   Duration: 4 days of on-site visits; 2 days of virtual training

   SHARE: 5 middle schools

- Implementation Training (for elementary and middle schools)

   Consisting of: Professional training for faculty and staff

   Duration: 1 day of on-site training

   SHARE: Summer 2013: All Cohort I schools

   Summer 2014 (by no later than end of): All Cohort II schools

- Student Lighthouse/Student GRIT training (for all middle schools and high schools)

   Duration: 1 day of on-site training

   SHARE: All middle and high schools, no later than autumn 2014

- Virtual Certifications: 7 Habits; 7 Habits of Highly Effective Families (for all schools)

   Duration: Variable

SHARE: All Cohort I staff members. Cohort II staff members will be trained at

Later date.

- Virtual Leadership Tutorial, "How to Teach the 7 Habits" (for elementary and middle

schools)

Duration: Unspecified

SHARE: Unknown at current date; however, in both cohorts (Cohort I and Cohort

II), 2 staff members in each elementary school and 3 staff members in each

middle school will receive training

Initial Deployment of The Leader in Me (TLIM)

The following are some of the defining characteristics of TLIM training and deployment

techniques as practiced by the service provider, FranklinCovey:

1. Initial training is provided by senior educators, principals, counselors, superintendents,

and other professionals trained by FranklinCovey, using extensive online and classroom

instruction.

2. The schools and their staff are provided access to "resources online, videos, lesson

plans," and the codes necessary to access this content.

3. Trainer performance and qualifications are monitored on an ongoing basis by

FranklinCovey, with frequent conference calls and resource-sharing sessions made

within the FranklinCovey

TLIM training community.

(L. Brewer, personal communication, May 21, 2014)

Lighthouse Status: Purpose and Requirements

Lighthouse Status is the ultimate goal of any school undergoing TLIM certification. It indicates that the institution has become "a showcase for leadership skills," and it does so by meeting criteria specified by FranklinCovey, including:

1. Has a Lighthouse Team—

Team meets regularly, verifies that implementation TLIM is going smoothly

2. Has productive staff collaboration—

Staff systematically helps in the mentoring and modeling of leadership principles

3. Promotes family and community engagement—

Families and community are provided with fundamental knowledge of TLIM, how it is

implemented, and what they can do to support its implementation and goals

4. Has and promotes a leadership environment—

The environment of the school systematically reinforces TLIM/leadership message,

including through the use of signage and other reinforcements as mentioned in the first

point of the "Application of TLIM in schools" section of this document

5. Has a Leadership Instruction and Curriculum—

TLIM/7 Habits are reinforced through the lesson plans and curriculum content of the

school

6. Has and promotes effective student leadership—

Different students are given the title of "leader" and allowed to create and plan different

activities across the school that build upon the leadership/TLIM message

7. Has leadership events—

Participants from the surrounding community, as well as other schools, are educated as

to what the school is doing to implement TLIM

8. Implements goal setting and tracking—

Goals at the school, classroom, and individual-student level are tracked and presented

throughout the school, such as was mentioned in the third point of the "Application of

TLIM in schools" section of this document

9. Produces measurable results—

Tracking of data reveals meaningful improvement in school performance or a reduction

in undesirable outcomes. Information of a qualitative form, including anecdotal evidence,

may also be used as evidence of school improvement

(FranklinCovey, 2014b, p.61-62).

The Structure and Function of kid•FRIENDLy

The kid•FRIENDLy (kids Focused, Responsible, Imaginative, ENgaged, and Determined

to Learn) is a program developed and administered by the Green River Regional Educational

Cooperative (GRREC) and Ohio Valley Educational Cooperative using 40,000,000 USD of

funds from the United States Department of Education's Race to the Top—District competition.

The program now covers 22 districts, 113 schools, and approximately 4,000 teachers.

It is designed to implement TLIM across these educational institutions and to cultivate

students as leaders. The program has four essential components, including **Students as Leaders**

(which largely involves the actual application of TLIM at a student-centric level); **Leaders**

Developing Leadership (which provides training to school principals); **Competency-based**

Teaching (which is designed to enable students to focus on content mastery, rather than grade

completion); and **Personalized Learning for All Students** (which is designed to enable all

students to learn in a manner appropriate to them as individuals).

The kid•FRIENDLy grant provides funding for five categories of resources. They are as follows:

1. Consultants (who provide outside expertise to help develop the program)

2. Professional development (which provides training for educational staff)

3. Technology (which provides useful school-wide communications and learning tools)

4. Curricular resources (which provides essential learning materials)

5. Staffing (which will consist of a project manager, student leadership coach, leadership mentor, up to three cognitive coaches, up to six college/career readiness counselors, and up to four personnel, known as "preschool pals," employed to help families prepare their children for kindergarten)

All of these various resources help contribute to the ability of kid•FRIENDLy to serve its community.

Structure and Function of the Rock Solid Evaluation Project

The Rock Solid Evaluation Project is a group of academics and professional researchers at Western Kentucky University dedicated to evaluating the effectiveness of TLIM as it is deployed throughout the GRREC and OVEC regions.

In order to effectively evaluate the impact of TLIM, the Rock Solid Evaluation Project has undertaken the development of a novel research instrument and assessment system based upon the most psychometric research and best-practice principles. The culmination of these efforts is the STudent Engagement And Performance (STEP) instrument.

Purpose of the Instrument

The STEP instrument was designed to measure students' baseline and ongoing performance of areas closely related to the 7 Habits. In order to do this, Rock Solid researchers

developed a set of terms and major concepts that allowed the categories of questions found in the

instruments used to be mapped to 7 Habits

   While fundamentally original, the STEP instrument was developed upon the foundations

of a substantial body of existing instruments. Some of these instruments included:

   1. Devereux Student Strengths Assessment (DESSA)—a "72-item, standardized norm-

   referenced behavior rating scale that assesses the social-emotional competencies that

   serve as protective factors for children in kindergarten through the eighth grade"

   (LeBuffe, Shapiro, and Naglieri, 2008)—This instrument was one of the key models for

   the STEP instrument.

   2. Behavioral and Emotional Rating Scale—Second Edition (BERS-2)—a test that

   "measures several aspects of a child's strength: interpersonal strength, involvement with

   family, intrapersonal strength, school functioning, affective strength, and career strength"

   ("BERS-2," 2012)

   3. High School Survey of Student Engagement (HSSSE)—an instrument that is "a

   comprehensive survey on student engagement and school climate issues" ("HSSSE:

   Home," 2014)*

   4. My Class Inventory (MCI)—an instrument that measures "Satisfaction, Friction,

   Competitiveness, Difficulty, and Cohesiveness" (Prawat and Solomon, n.d., p. 3).

   5. Social Skills Improvement System (SSIS)—an instrument that rates "Social Skills,

   Problem Behaviors, and Academic Competence" ("SSIS Rating Scales," 2014)

   6. Child Self-Control Rating Scale (CSCRS)—a 33-item self-reporting scale that allows

   measure's a child level of self-control (Rohrbeck, Azar, and Wagner, 1991, p. 179)

   7. Emotion Regulation Checklist (ERC)—a measure of emotional regulation ability

8. Learning and Study Strategies Inventory (LASSI)—a "10-scale, 80-item assessment of students' awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning" ("Overview of LASSI," 2014)

9. Learning Environment Inventory (LEI)—an instrument that "measures student perceptions of the social climate of high school classrooms" (Fraser, Anderson, and Walberg, 1982, p. 6)

10. The National Center for School Engagement School Engagement Survey (SES)— an instrument that measures behavioral engagement, cognitive engagement, and emotional engagement (National Center for School Engagement, 2006, p. 2-3).

The (10) Motivated Strategies for Learning Questionnaire (MSLQ), (11) Self-Control and Self-Management Scale (SCMS), (12) Social-Emotional Wellbeing Survey (SEWB), and (13) Self-Regulation Questionnaire (SRQ) were also used as resources for the development of the STEP instrument.

HSSSE and Student Engagement

* The HSSSE was of considerable importance in the development of this instrument, partially because it provided a clear line of questioning to measure the mechanisms of engagement, a concept which is distinct from that of motivation. It is also particularly worth noting that intrinsic motivation (the internal drive within students to succeed in school) lessens as students move from elementary school to middle and high school (Gottfried, Fleming, & Gottfreid; Gottfried & Gottfried, as cited in Yazzie-Mintz & McCormick, 2012, p. 746), and thus it is a worthwhile focus of study.

Roughly speaking, engagement can be sorted into three different categories: behavioral engagement, emotional engagement, and cognitive engagement (Yazzie-Mintz & McCormick,

2012, p. 747). Each of these categories of engagement encompasses several different components of behavior or thought. They are listed as follows:

- Behavioral engagement: "positive behavior, effort, and participation" (Yazzie-Mintz & McCormick, 2012, p. 747)

- Emotional engagement: "interest, identification with school, a sense of belonging, and a positive attitude about learning" (Finn; Marks; Newmann, Wehlage & Lanborn; & Willms, as cited in Yazzie-Mintz & McCormick, 2012, p. 747)

- Cognitive engagement: "self-regulation, learning goals, and a measure of students' investment in their learning" (Fredericks et al.; Jimerson, Campos, & Grief; Linnenbrink & Pintrich, as cited in Yazzie-Mintz & McCormick, 2012, p. 747)

The Item-writing Process

Preliminary Mapping

After a pool of instruments covering the major concepts of interest was compiled, relevant questions from each instrument were sorted and categorized as they related to the 7 Habits. In some instances, evaluation-instrument vendors, such the creators of the DESSA, provided construct mapping between their questions and meaningful terms. Thus, the only real task of the Rock Solid team was to map these terms to their corresponding 7 Habits. The chart below shows how the Rock Solid did such mapping, which was undertaken in a commonsensical manner using the definitions for each construct (as provided by the publisher) and the 7 Habits (as defined by the 7 Habits literature).
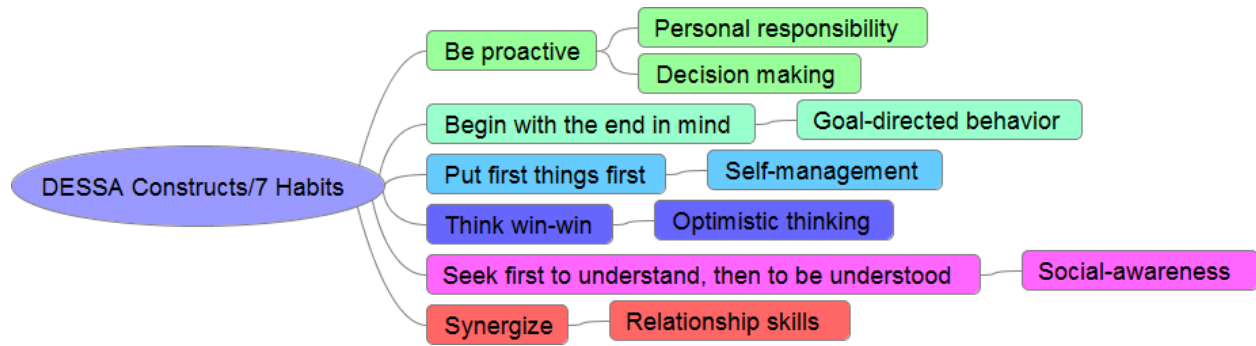
Figure 1. Relationship mapping between the 7 Habits and the DESSA constructs as conceived by Rock Solid team, with each of the 7 Habits on the left and the DESSA constructs on the right.

Each question from this pool was made use of as a question with the potential to be modeled and examined. Given the relatively straightforward mapping system, building a relationship between the 7 Habits and the questions on the DESSA was relatively easy. These terms have specific meanings in the research texts used in the course of developing the STEP instrument. A list of meaningful definitions extracted from the literature can be found in Appendix D.
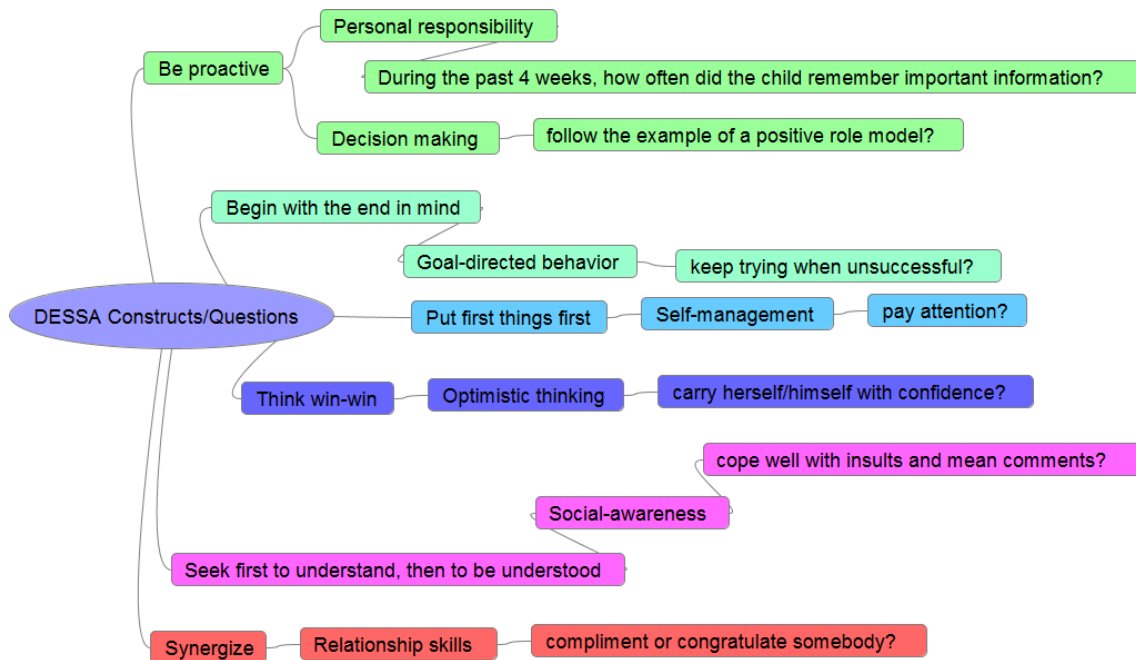
Figure 2. A model showing the complete relational map between the 7 Habits, DESSA constructs, and DESSA questions. (Each question, when not indicated otherwise should start with "During the past 4 weeks, how often did the child . . . ")

Other questions from the aforementioned instruments were mapped according to similar construct-specific models. After this was completed, the actual items were constructed.

Instrument Development (Composition of Questions)

Item writing for the STudent Engagement And Performance (STEP) instrument was conducted by various members of the Rock Solid Team. Two versions of the instruments were developed: one version for grades K through 3 and another version for grades 4 to 12, with the grades 4 to 12 version of the test having been developed first and then the grades K through 3 version being derived from it.

Unlike the DESSA, the STEP instrument has, not seven, but six categories, which are listed in the table below, also containing sample questions from both the grades K through 3 and grades 4 to 12 versions of the STEP instrument. The higher-level version of the STEP instrument was the first developed. It was then simplified in order to provide young students with an easier to understand version of the instrument.

Below is a table outline the substantial differences in the various versions of the STEP instrument:

Characteristics	Grades: K-3	Grades: 4, 6, 8, 9, 11	Grades: 5, 7, 10, 12
Number of items	57	83	73
Content	Engagement, 7 habits,	Engagement, 7 habits, drop-out indicators	Engagement, 7 habits
Type(s) of questions	Binary, drop-down selection, multi-choice	4-point Likert, binary, drop-down selection, multi-choice	4-point Likert, binary, drop-down selection, multi-choice

Table 1. Comparison of different versions of STEP instrument.

The rationale for grades 4, 6, 8, 9, and 11 being given a longer survey than grades 5, 7, 10, 12 was to reduce survey fatigue for the second group while still providing meaningful information on the attitudes of students throughout the educational process. Complete version of each survey can be found in Appendixes B and C.

Construct/Domain	Sub-Construct	Example Items (K-3)	Example Items (4-12)
Cognitive Engagement	Purpose of schooling	I like to learn in school. I go to school because I like my friends.	I go to school because I love to learn. I go to school because I want to go to college.
	Learning efforts	I work hard in school. I learn everything I can in school.	I work hard on my schoolwork. I enjoy working on difficult tasks.
Emotional Engagement	Attitudes toward school & teachers	I am happy at school. My classroom is fun.	My classroom is a fun place to be. I think the teachers at my school treat students fairly.
	Feelings of belonging	My teachers listen to me. I can talk to teachers about my problems.	I feel like my opinions are respected in this school. I can talk to my teachers about my problems.
Behavioral Engagement		I follow the rules at school. I get in trouble at school.	I get in trouble at school. I fight with my classmates.
Social Engagement		I like to make new friends. I help my friends when they need help.	I help my friends when they are having problems. I care about how others feel.
Independence (Habits 1, 2, 3 & 7)	Responsibility/ Decision Making	I keep my promises. I think before I make choices.	I finish tasks when asked. I make decisions after thinking carefully.
	Self-Control, Self-Confidence, Self-Management/ Organization	I can deal with whatever happens to me. I can solve my problems.	I can handle whatever comes my way. I can solve most problems if I work hard.
	Emotional/ Physical well-being	I don't get mad when my feelings get hurt. I eat healthy foods.	I stay calm when my feelings get hurt. I exercise every day.
Independence (Habits 4,5, & 6)	Social Competence/ Communication skills	I share things with other people. I am comfortable around people who are different from me.	I am comfortable around people who are different from me. I put myself in other people's shoes.

Table 2. STEP instrument constructs and sample related items.

Once the initial questions were developed, they were informally piloted and tested so as to provide the item-writers with feedback. Items that were found to be difficult to understand, of low validity, or redundant were eliminated.

Data Collection Methods

Once the STEP instrument was finalized, deployment commenced. This was done using the Qualtrics (Qualtrics.com) online survey administration system. The Qualtrics system automatically compiles the results from students into district-level and school-level files. These results could then be accessed using either Microsoft Excel or IBM SPSS software packages. The Rock Solid Evaluation Team intends to administer the STEP instrument for the duration of the intervention to produce analyses every year and at the end of the four-year term of the Team's research project.

In a later section, these results will be analyzed and interpreted.

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Appendix A

The Leader in Me Logic Model

Inputs	Outputs — Activities	Outputs — Participation	Outcomes — Immediate	Outcomes — Intermediate	Outcomes — Long-term
• Funding from RTT-D KF Grant • 7 habits- a common language from Franklin Covey organization • Professional Development and implementation training • Ongoing support	Use 7 habits language (**C3**) Take leadership roles (**C3**) Integrate 7 habits to lessons and informal communication (**C3**) Integrate 7 habits to home practice (**C3**) Involvement in leadership activities (**C3**)	K-12 Students in RTT-D KF Schools Teachers, staff, administrators in participating schools Parents/guardians and community members	**Immediate Outcomes** • Student achievement gains (**C1**) • Improvements in non-academic indicators (e.g., discipline referrals, attendance, dropouts, and graduation rates (**C1**) • Teacher Satisfaction/positive perceptions of School conditions (**C2**) • LiM school-based implementation (**C3**)	**Intermediate Outcomes** • Changes in student social skills and behaviors (**C5**) • Improvements in student attitudes about self and others (**C5**) • 21 century skills (**C5**)	**Long-term Outcomes** • Positive impacts on the school environment (**C4**) - Academic performance - Learning environment - Efficiency in leadership and school organization • Community and workforce development (**C6**) • High school graduation rates and college readiness (**C6**)
			Data • KDE's school report card • TELL Kentucky survey	**Data** • Data about self-esteem, self-concept, self-efficacy, and school bonding through measurement instruments such as the Social Skills Rating Scale (Elliott et al., 1988)	**Data** • Standards and Indicators for School Improvement (SISI) developed by KDE • KDE's Scholastic Audit data • Standards and Indicators Scholastic Review (SISR)

External Factors

Student initial academic achievement, school demographics: size, poverty rate, LEP rate, ethnic composition; other ongoing school initiatives

Note. C1 = Category 1: Annual school report card data
C2 = Category 2: Teacher satisfaction
C3 = Category 3: Integrity of program implementation
C4 = Category 4: Program effects on the school environment
C5 = Category 5: Student social, attitudinal, and behavioral benefits
C6 = Category 6: Long-term program effects

Appendix B

STEP instrument: Grades 4-12

(Drop-down selection: Grades 4-12)

1	Please choose the school that you are attending.

(Multi-choice: Grades 4-12)

1	What grade are you in?

(4-point Likert-scale questions: Grades 4-12)

1	I go to school because I love to learn.
2	I go to school because I like my friends.
3	I go to school because I like my teachers.
4	I go to school because I want to go to college.
5	I go to school because I want to get a good job.
6	I go to school because my parents tell me to.
7	I work hard on my schoolwork.
8	I learn as much as I can from my classes.
9	I do my best to get good grades in school.
10	I do my schoolwork on time.
1	I pay attention in class.
2	I enjoy working on difficult tasks.
3	I keep up with my schoolwork.
4	I am happy to be at my school.
5	My classroom is a fun place to be.
6	My teachers care about how I am doing.
7	I feel excited about doing work in school.
8	I think the teachers at my school treat students fairly.
9	I feel like my opinions are respected in this school.
10	I can talk to my teachers about my problems.
1	I play an important role in my class.
2	I feel no one at school cares about me.
3	I follow the rules at school.
4	I get in trouble at school.

5	I fight with my classmates.
6	I lie to others.
7	I use bad words.
8	I am well behaved.
9	I make friends easily.
10	I do my part in group work.
1	I help my friends when they are having problems.
2	I ask for help when I need it.
3	I care about how others feel.
4	I am a good listener.
5	I participate in activities or programs after the school day is over.
6	I keep my promises.
7	I finish tasks when asked.
8	I am always on time.
9	I accept responsibility for my actions.
10	I make decisions after thinking carefully.
1	I do things independently.
2	I act as a leader in my class.
3	I can handle whatever comes my way.
4	If I am in trouble, I can think of a good solution.
5	I am confident in myself.
6	I can solve most problems if I work hard.
7	I can achieve my goals.
8	I reach my goals by trying hard.
9	I make plans before I do something.
10	I take steps to achieve goals.
1	I set goals for myself.
2	I keep track of my progress towards my goals.
3	I perform tasks in order.
4	I am lazy.
5	I use my time wisely.
6	I think about what might happen before I decide what to do.
7	I do what is most important first.
8	I stay calm when my feelings get hurt.
9	I get upset easily.
10	I lose my temper a lot.
1	I eat healthy foods.
2	I exercise every day.

3	I keep myself clean.
4	I can talk to my parents/guardians about my problems.
5	I get along well with my family.
6	I respect the rights of other people.
7	I share things with other people.
8	I am comfortable around people who are different from me.
9	I respect the opinions of others who are different from me.
10	I feel happy when others are successful.
1	I say good things about other people.
2	I put myself in other people's shoes.
3	I can express myself clearly.

(Binary response—agree/disagree—questions: Grades: 4, 6, 8, 9, 11)

1	I have missed 10 or more days of school this year.
2	I have gotten poor or failing grades in reading (English).
3	I have gotten poor or failing grades in math.
4	I have had lots of referrals, suspensions, or both this year.
5	I have had to repeat a year in school (or repeat a class or course credit).
6	I have often chosen NOT to do my schoolwork.
7	I have spent a lot of time with people who don't care about or do well in school.
8	I have thought about dropping out of school.
9	I am usually NOT interested in school.
10	I think that school is mostly boring.

Appendix C

STEP instrument: Grades K-3

(Drop-down selection)

1	Please choose the school that you are attending.

(Multi-choice)

1	What grade are you in?

(Binary—yes/no—response)

1	I like to learn in school.
2	I go to school because I like my friends.
3	I go to school because I like my teachers.
4	I want to go to college.
5	I want to get a good job.
6	I go to school because my parents tell me to.
7	I work hard in school.
8	I learn everything I can in school.
9	I do my best to get good grades.
10	I do my homework on time.
1	I do what my teacher tells me.
2	I like to work on hard questions.
3	I am happy at school.
4	My classroom is fun.
5	My teachers care about me.
6	My teachers listen to me.
7	I can talk to teachers about my problems.
8	My friends listen to me.
9	I follow the rules at school.
10	I get in trouble at school.
1	I fight with the kids in my class.
2	I lie to other people.
3	I use bad words.
4	I have good behavior.

5	I like to make new friends.
6	I answer questions in class.
7	I help my friends when they need help.
8	I get along well with my family.
9	I ask for help.
10	I care about how other people feel.
1	I am a good listener.
2	I tell people how I feel.
3	I do activities or programs after the school day is over.
4	I keep my promises.
5	I do what people ask me.
6	I am responsible.
7	I think before I make choices.
8	I do things by myself.
9	I act as a leader in my class.
10	I can deal with whatever happens to me.
1	I can solve my problems.
2	I can reach my goals.
3	I make plans before I do something.
4	I make plans for myself.
5	I am lazy.
6	I do what is most important first.
7	I don't get mad when my feelings get hurt.
8	I get upset easily.
9	I eat healthy foods.
10	I exercise every day.
1	I keep myself clean.
2	I can talk to my parents/other adults about my problems.
3	I share things with other people.
4	I am comfortable around people who are different from me.
5	I think it is okay for people to have different ideas.
6	I feel happy when others are successful.
7	I say good things about other people.

Appendix D

(Definitions of DESSA terms)

Decision making: LeBuffe, Shapiro, and Naglieri (2009), define decision making as "A child's approach to problem solving that involves learning from others and from previous experiences, using values to guide action, and accepting responsibility for decisions," (p. 65).

Goal-directed behavior: LeBuffe, Shapiro, and Naglieri (2009), define goal-directed behavior as "A child's initiation of, and persistence in completing tasks of varying difficulty," (p. 65).

Optimistic thinking: LeBuffe, Shapiro, and Naglieri (2009), define optimistic thinking as "A child's attitude of confidence, hopefulness, and positive thinking regarding herself/himself and her/his life siutations in the past, present, and future ," (p. 64-65).

Personal responsibility: LeBuffe, Shapiro, and Naglieri (2009), define personal responsibility as "A child's tendency to be careful and reliable in her/his actions and in contributing to group efforts," (p.64).

Relationship skills: LeBuffe, Shapiro, and Naglieri (2009), define relationship skills as "A child's consistent performance of socially acceptable actions that promote and maintain positive connections with others," (p. 65).

Self-management: LeBuffe, Shapiro, and Naglieri (2009), define self-management as "A child's success in controlling his or her emotions and behaviors to complete a task or succeed in a new or challenging situation" (p. 65).

Social-awareness: LeBuffe, Shapiro, and Naglieri (2009), define social-awareness as "A child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes her/his impact on them, and uses cooperation and tolerance in social situations," (p. 65).

Appendix D

Definitions of STEP Survey Constructs

Purpose of Schooling: The reason or reasons for which students attend academic institutions, in the case of this research, primary or secondary institutions. Reasons vary based upon perspective and person asked. Yazzie-Mintz (2009) listed several possibilities as being the ultimate goal of primary and secondary schooling, including allowing students to get their high school diplomas, job preparation, and general knowledge acquisition and learning (p. 24).

Learning Efforts: The efforts that students make to learn. According to Hughes, Luo, Kwok, and Loyd (2008), the similar concepts of *conduct engagement* and *effortful engagement*. According to Alexander et al.; Gest et al.; Ladd et al.; Miles and Stipek; Normandeau and Guay; Trzesniewski, Moffitt, Caspi, Taylor, and Maughan; and Wentzel, conduct engagement is defined as the degree of antisocial behavior or prosocial behavior and the degree to which students comply with classroom rules (as cited in Hughes, Luo, Kwok, & Loyd, 2008, p. 2). Effortful engagement refers to the "volitional, or effortful, aspect of involvement in instructional activities and includes trying hard, not giving up in the face of difficulty, and directing one's attention to instructional activities" (Hughes, Luo, Kwok, & Loyd, 2008, p. 3). Combined, these two types of engagement serve as critical components of the learning efforts made by students.

Cognitive Engagement: The motivation, amount of intellectual exertion, and the use of strategies in learning (Finlay, 2006, p. 3). Yazzie-Mintz (2009) describes this concept as "cognitive/ intellectual/academic engagement" and notes that it consists of mental engagement during instructional or mental engagement related to instructional activities (p. 2). Additionally, Fredricks, Blumenfeld, and Paris (2004) note that engagement is similar to the idea of investment, in that students must be willing to invest effort if they wish to learn (p. 40). Harris (2008) also notes that cognitive engagement is depending upon student investment and suggests that students must apply themselves in a "focused, strategic, and self-regulating way" (p. 58). They also describe it as being synonymous with *self-regulation*, a term that is frequently found in research on this topic (p. 67).

Finally, it should be noted that, while cognitive engagement seems to be relative to school retention, there is little empirical evidence of a relationship between these two factors (Finlay, 2006, p. 4).

Emotional Engagement: The positive and negative ways in which students react to "teachers, classmates, academics, and school and is presumed to create ties to an institution and influence willingness to do the work" (Fredricks, Blumenfeld, & Paris, 2004, p. 60). This emphasis on emotions and reaction to the school environment is a common theme of several definitions, such as that of Hughes, Luo, Kwok, and Loyd (2008, p. 2) and Harris (2008, p. 58).

Alternately, Yazzie-Mintz (2009) acknowledge the importance of students' feeling but also emphasize the concept of connectedness, by describing emotional engagement as students'

"feelings of connection to (or disconnection from) their school—how students feel about where they are in school, the ways and workings of the school, and the people within the school" (p. 2).

Behavioral Engagement: The extent to which students participate in learning activities. Fredricks, Blumenfeld, and Paris (2004) more specifically list several different types of participation in which students can engage, including social and extracurricular activities (p. 60). Hughes, Luo, Kwok, and Loyd (2008) list academic participation in addition to the two aforementioned activities as components of behavioral engagement (p. 2). Finally, Yazzie-Mintz (2009) more broadly labels this category as "social/behavioral/participatory engagement" and describe it as "engagement in the life of the school" (p. 2). Finally, Finn, Pannozzo, and Voelkl include the components of positive conduct, such as following rules, adhering to classroom norms, and avoiding trouble within the classroom in their model of behavioral engagement (as cited in Finlay, p. 2).

Social Engagement: The participation in extracurricular activities or having friends in the school environment (Fredricks et al., 2004, p. 10).

Attitude Toward School and Teachers: The way in which students regard their schools and teachers. Harris (2008) ties this to emotional engagement, which he defines as the presence of have positive attitudes and reactions towards school, teachers, learning, and peers.