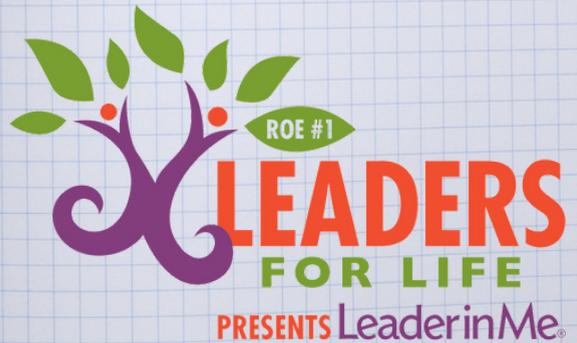


Meet Our Coaches



Lindsay Struck



Lindsay Struck, Baldwin K-5, Instructional Coach

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I ALWAYS WANTED TO BE A TEACHER.

BACKGROUND

This is my 18th year in education. I graduated with a master's degree in Education from Quincy University. I started my first job as a kindergarten teacher in a local rural district and then continued in Quincy, teaching kindergarten, first grade, second grade, intervention, Leader in Me Coach, and an instructional coach at Baldwin School.

ALWAYS WANTED TO TEACH

I always knew I would become a teacher. Like many, I would spend hours playing school early on and was always mesmerized by my grade-school teachers. I enjoy being in classrooms, working alongside classroom teachers, and seeing the spark of learning in all students.

LEADER IN ME VALUE

Leader in Me is such a valuable program in our community. From the time Quincy started with the 7 Habits, Covey, and student leadership, I was sure this would help students, families, schools and communities.

BEING A LEADER IN ME COACH

ROE #1 is fortunate to be able to offer district coaches to support area school districts with Leader in Me. Being a Leader in Me Coach allows me to receive training and professional development with the Leader in Me organization, collaborate with fellow ROE coaches and provide support to ROE schools on the Leader in Me journey.

THE LEADER IN ME JOURNEY

Leader in Me takes schools on a journey to support teachers, staff, students and families with a common goal to develop life-ready leaders. Through the steps of implementation schools will create a leadership environment, teach students to lead, and achieve goals set by the whole school community. Student leadership, empowering learners and adult modeling are the foundation for Leader in Me's success.

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THE GREATEST GIFTS YOU CAN GIVE YOUR CHILDREN ARE THE ROOTS OF RESPONSIBILITY AND THE WINGS OF INDEPENDENCE.

- DENISE WAITLEY, SHARED BY LINDSAY



Lindsay with her family

Karilyn Williams

BACKGROUND

I graduated from Quincy University with a BS in Elementary Education and Music Performance. I started my teaching career as a first-grade classroom teacher at Monroe Elementary. In addition to the classroom teacher role, I was a coach for the Positive Behavior Intervention Support Program (PBIS), which provided a multi-tier behavior support system for students. At Monroe we integrated the habits with the PBIS system through school wide morning meeting leadership opportunities and weekly habit focus presentations by classroom. In the classroom I integrated the Leader in Me (LIM) model with the PBIS system through the use of language, leadership opportunities, leadership portfolios, and student led conferences.

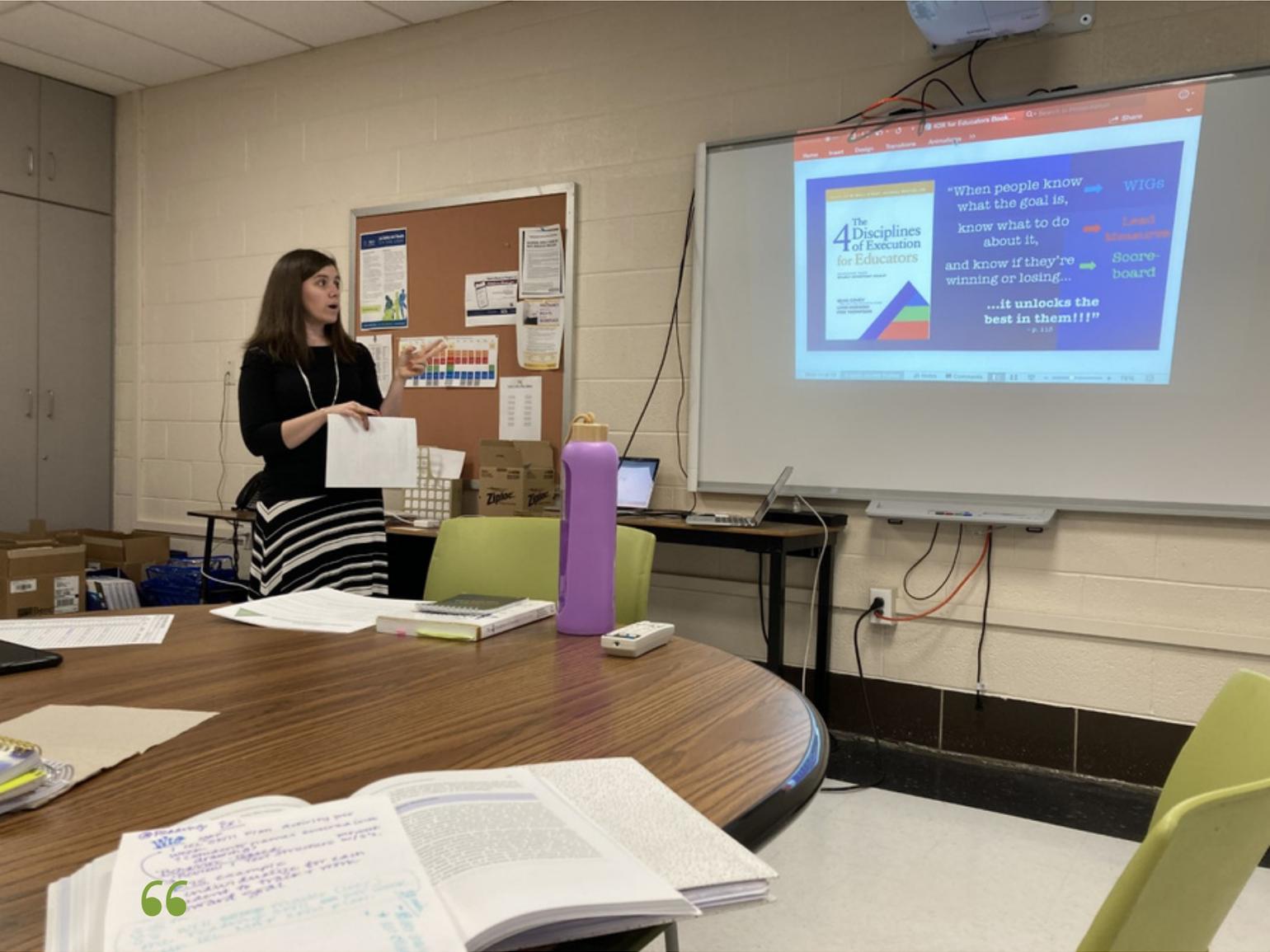
After teaching at Monroe for eight years, I transitioned to teaching third grade at Blessed Sacrament Catholic School in Quincy. Blessed Sacrament was a Lighthouse Leadership School. LIM was present there through many leadership roles within the classroom and outside of the classroom. Additionally, students presented at whole school assemblies on how to integrate the habits into their faith and daily life.

BRINGING LEARNING TO LIFE

I don't exactly know when I first wanted to become a teacher, but it was at a very young age. My mother was a music (band) teacher, and so I already had it in my blood. However, I remember well before junior high school, I already knew that I would be a teacher, but not necessarily what area I would want to teach.

I had one particular teacher in junior high that taught Social Studies. His name was Mr. Claxton, and he was a war veteran. He took many opportunities to share his background and personal life with his class, and the different experiences he had during the war. His ability to teach content, have high expectations, all while sharing very personal moments of his life with us made an impact on me. Hearing real life experiences outside of the textbook, brought history to life and made education something so much more than learning the facts. It made me look forward to class every day. The two years he was my teacher convinced me that I would want to be a history teacher (even though in the past that was one of my least favorite subjects).

Karilyn Williams, ROE #1 District Coach, in her coaching role at Virginia, Illinois Schools



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LEADER IN ME IS FOR EVERYONE.

The years of history courses to follow reminded me why I had not favored the class due to subject content, but Mr. Claxton's powerful influence on my desire to teach still remained. I decided on elementary education due to having a deep love for children, and a passion/desire to form relationships with young children during their very formidable years. I wanted to be able to share my love of learning through our time together at the foundational level. Additionally, I loved early literacy instruction and seeing the joy students experienced at being able to read and write.

TRUE FULFILLMENT

I do consider teaching my calling. While I have had summer jobs in other areas of work in the past, I always got my true fulfillment out of the relationships built during my time with children and educating them. I thrive on being a lifelong learner with my colleagues, and I value the relationships and wisdom shared between us. While I am no longer in the classroom, the call to motherhood does not lack in many opportunities to continue on my teaching.

BECOMING A LEADER IN ME COACH

I left the classroom in 2017 to become a full-time mom. As a mom, the teacher in me never left, but just took on a different look. Mrs. Christie Blivens (my former principal at Blessed Sacrament Catholic

School) and Dr. Meyer (with whom I had known for years, back to Quincy University) contacted me for this role. Due to my history with LIM in both my previous schools, I was very attracted to the role and the ability to help other schools implement this model.

I value the opportunities LIM provides for students, as early as pre-school, to take ownership for their actions, learn how to appropriately form relationships with others, and have the ability to lead. To see ALL students, thrive through one opportunity or other in LIM, is exactly what I went into education for. To energize students, create a love for being at school and education, and help students to shine through their strengths and talents in leadership, was the goal for me.

Therefore, to be able to get back into schools, collaborate and lead other educators through coaching, impact students through this work, and remain at home to be a teacher to my young children, I was honored to accept the role.

KARILYN'S COACHING ROLE

As a LIM coach, I work with schools training and supporting the staff as they implement LIM in their school. At the very beginning stages, this includes teaching the staff the 7 Habits of Highly Effective People with the core paradigms we live in. The 7 Habits and Core Paradigms are the foundation of

Leader in Me. After this training, each school is ready to begin their LIM implementation journey that spans the course of three or more years.

Each year, I deliver a core training to the staff and then support them in implementing the pieces of that training in their school through available coaching hours. Some of these pieces include teaching the 7 habits to the parents and students, creating a leadership environment, setting up leadership portfolios for all students, and creating a goal achieving system called 4 Disciplines of Execution for students and staff. At the high school level, this would also include setting up leadership courses and staff/student/parent leadership teams.

CREATING LEADERS FOR LIFE

The goal in education is to provide students with knowledge and tools that go beyond the years that they are in school. We are to set students up with the skills they need for life.

This is not limited to the factual knowledge of the subjects we teach, but skills to be successful in all areas of life. Many behavior “programs” or systems are there for schools to manage behaviors while the students are in school. LIM is set apart from these “behavior management” programs in the way that it is creating Leaders for Life. Student behavior is addressed through their own reflection on how they are or aren’t applying the 7 Habits.

The 7 Habits of Highly Effective People originated in the business world. Therefore, it was created to help adults be the best version of themselves and be successful in life. In LIM, the skills students are taught to reflect on their behavior and help them be successful in school are the same skills they will use when they are out of school, living lives independent of adult/parental influence they once had.

It is essential we teach students these skills of being proactive, goal setting (Begin with the End in Mind),



Karilyn Williams

prioritizing (Putting First Things First), working for everyone to gain and not myself first (Think Win Win), listening and empathic skills (Seeking First to Understand and then be Understood), working together (Synergizing), taking care of yourself (Sharpen the Saw), and using your gifts to make a difference (Finding Your Voice).

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STUDENTS IN THE ROE#1 SCHOOLS THAT HAVE LEADER IN ME, WILL BE RECEIVING A SEAMLESS EDUCATION AND OPPORTUNITY TO PRACTICE THESE SKILLS THEY WILL NEED FOR THE REST OF THEIR LIVES.

While I believe teachers do their best to provide their students with these skills even when they don't have a program like LIM, they have a lot on their plate.

By implementing LIM, we provide not only teachers, but all school staff and parents, successfully proven resources. LIM exposes students to common language and exposure of these skills across various areas in their lives (school, extra curriculars, home, and work). Furthermore, because LIM is an inside out approach (working on your own paradigms and behaviors before influencing others), it not only transforms the students, but teachers, staff and

parents. The principles taught in LIM throughout the 7 habits are to be internalized and most effectively taught through example. Therefore, we are not only helping our students, but the adults who are working to live these principles out in their daily lives as well.

EVERYONE CAN BE A LEADER

LIM works under the principle that EVERYONE can be a leader. All students, staff, teachers, parents, and in general everyone in the community have talents and skills that are needed and valued by all.

Through LIM, students are taught effective principles to become leaders now and, in the future, in different areas of their lives. They are taught they are in charge of their own actions, how to set goals and hold themselves accountable, prioritize, work together, listen to others, and have a healthy balance to take care of themselves. They are given opportunities to implement and practice these skills through leadership in the classroom and the school.

When LIM is implemented with fidelity, it will not only help the efficiency and lives of the adults in connection with it (parents and staff/teachers), but also create future leaders that will impact the leadership and businesses in our communities. When students are exposed to the principles of leadership and given the opportunities to practice these skills throughout the years of education, they will internalize the skills and use them in their adult lives.

ONBOARDING LEADER IN ME SCHOOLS

When schools begin LIM, as with any journey, it begins with a heavy amount of guidance from the coach. LIM has wonderful systems in place though, that quickly help schools take leadership of their own journey, and utilize the coach more as a support. As I onboard schools, I lead them through four foundational trainings for all staff and three trainings for a leadership team. In addition to the content of the training, I guide them through setting up three action teams that help divide up the responsibilities and tasks of implementing LIM. All staff are included in these teams, so all voices are heard.

I would like to take this opportunity to spotlight one of our early onboarding schools, Virginia Elementary! Virginia began their LIM journey in 2020. They established their action teams, and leaned into me for goals they should set, the timeline, and how to complete them.

Over the course of our time together, the LIM system of a lighthouse leadership team and three action teams has successfully transferred the lead role in their implementation from me to them. Their teams are now leading the goal setting, and I am used primarily as a support to answer questions that come up during this process.

This year, each team worked together and successfully created a yearlong plan of what they would accomplish in a very timely manner! Elements

of this plan includes continuing leadership lessons in the classroom, implementing student led assemblies with greeting and public speaking opportunities, continuing monthly LIM parent communication, support from the academic action team in building the sections of student leadership portfolios, and implementation of the 4Disciplines of Execution through a staff book study. This list is all made possible through the distribution of tasks and responsibilities of the three action teams.

As I onboard LIM in schools, the goal is not only to help establish these systems to ensure the lasting fidelity of Leader in Me, but also help the schools understand how it fits into every aspect of the school (content, staff, parents, extra curriculars, etc.). Along their journey, Virginia has established LIM as the center of their work as a school, and their administration and teams have paved the way for Leader In Me to guide all the work they do.

LEADER IN ME NEED

As technology develops and social media messaging takes a primary mode of communication, students need to learn how to effectively problem solve, communicate and interact with others. It is crucial to give teachers the tools to teach the skills that students may not be receiving outside of school. As more and more responsibilities are put on the schools, and teachers take on more roles than just the academic educator, it is essential to have a systematic approach for teaching students these lifelong skills.

Jackie Steckler

BACKGROUND

I started teaching in 1996 in Lewis County, Missouri. I worked as a Parent Educator for the Parents as Teachers program. I met with families of children ages birth to three years old to help the parents understand the development of their children.

In 2000, I became a substitute teacher in Quincy and Liberty and worked as a substitute while my own children were small.

In 2006, I started teaching first grade in Liberty, Illinois. I have worked for the Liberty CUSD #2 since then. I have taught kindergarten, first and second grade. I am currently in my ninth year of teaching second grade.

The Best Part of the Day

I have always loved working with children and seeing the excitement on their faces when they have that “a-ha” moment. This is still one of the best parts of my day. Our future is so important and to get to be someone who helps work with the grownups of the future is always rewarding and fulfilling.



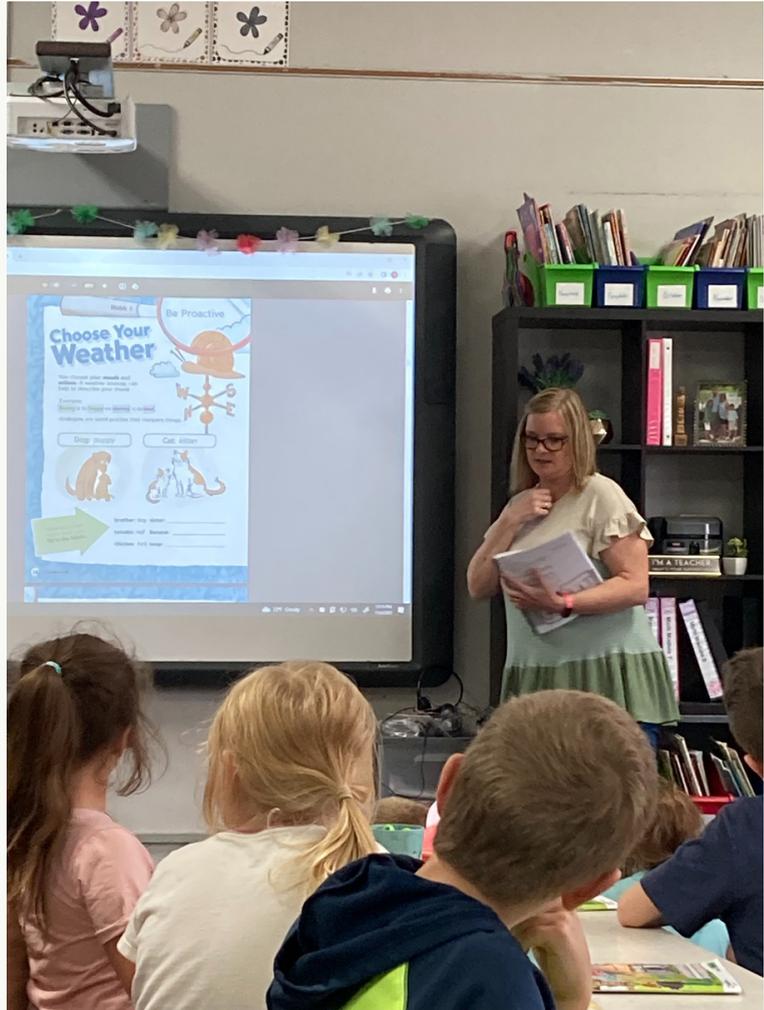
Jackie and her husband attending their son's high school graduation

MY GIFT

I would say teaching is my calling. Any time I do a worksheet listing one of the “gifts” you have, teaching is first on my list. I don’t think you could take the teacher out of me. I am a third-generation teacher, so we say it’s in our blood.

SHARING THE PASSION OF LEADERSHIP THROUGH COACHING

What led me to be a Leader in Me coach is my strong desire to see the best in every child and to be able to help instill in each person that there is something special about them and they have something to teach or give to everyone around them. Being a coach is important to me because I get to share my passion for good leadership with my coworkers and the students in my district. As a Leader in Me



Jackie teaching a Leader in Me lesson at Liberty Elementary School

coach I get to train my coworkers in the program and help them foster leadership skills in themselves and the students whose lives they touch. I get to help our school district create a better environment for all of us through our leadership qualities.

THE IMPORTANCE OF LEADER IN ME

Leader in Me is an important program for ROE #1 to support because I think it is essential for our students and teachers to build each other up and be the best they can be. This program helps students learn to deal with adversity and situations that can be hard. It gives them tools to solve problems and work well with others.

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THERE IS A DIFFERENCE IN THE CULTURE OF OUR SCHOOLS WHEN WE STRIVE TO BE THE BEST LEADERS WE CAN BE.

With this program through the ROE, it provides schools the opportunity to have local trainers and support to foster this culture. It is a way of life that builds people up and shares ways to be a leader in

all situations. This is a program that uses certain vocabulary for all ages so that everyone understands what is being taught. It provides practical skills and applications to help people solve problems, conflicts and learn to work together and value others' opinions while working through things. This program develops leaders even in the students who do not always feel confident and comfortable in certain situations.

BUILDING SOCIAL EMOTIONAL SKILLS

Leader in Me is also a great way to build social emotional skills. I feel that Leader in Me's purpose is to help people work together and value each other. It gives the opportunity to communicate with others using common language. It is to help build each other up and teaches responsibility and respect to those around you.

It is important for Leader in Me to continue in education because we are seeing more and more students with social emotional issues and low self-esteem. This program can lift those students up and provide them with strategies to give them the support they need and foster a community amongst our students.



Jackie leading a LIM training with Liberty teachers before the 2022-2023 school year

STUDENTS THAT LOVE TO LEAD

Our students love to step up and lead morning meetings and even speak at assemblies. They have been greeters for guests in our building and even shared their experiences with a group of visitors who wanted to know more about Leader in Me. They feel comfortable sharing what they can do as leaders and stepping up to be those leaders.

One important positive change I see in our schools is the level of respect most students show and a decrease in some major behaviors by having strategies to solve problems.

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I FEEL THAT LEADER IN ME HAS A POSITIVE IMPACT ON TEACHERS, STUDENTS AND THE COMMUNITY BY PROVIDING LEADERSHIP SKILLS AND OPPORTUNITIES FOR ALL TO WORK TOGETHER.