

Abstract

The comparative case study investigated the effects of *The Leader in Me* (LIM) training on teacher philosophy and student success. The study included a quasi-experimental design measuring the effects of LIM teaching philosophy on student success among 25 LIM schools who participated in LIM training and 25 non-LIM schools. Participants in this study included approximately 2,000 teachers from 50 schools across Texas. Mann-Whitney tests and Spearman correlations were used to understand the relationship between LIM teaching philosophy and student outcomes including academic achievement and attendance using the State of Texas Assessment of Academic Readiness (STAAR) achievement data for grades 3-5. Additionally, an open-ended questionnaire was sent to 25 LIM and 25 non-LIM administrators knowledgeable about campus professional development and teacher leadership to provide context for the study. Out of 28 math and reading standardized test score indicators, one indicator was found significantly different between the two types of schools. Specifically, a significant difference ($p = .03$) was found on math growth scores from 3rd to 4th grade in the LIM schools ($M = 67.00$) versus non-LIM schools ($M = 59.56$). Results from the study will assist administrators, teachers and researchers reviewing evidence-based practices to improve schools, working to understand teacher leadership philosophies impacting student learning and behavior.

