The Instructional Change Agent: Be the Leader Your School Needs

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Giveaway!
Leadership
Let’s Hear You

What characteristic do you think of when you hear the word leader?

Share your responses in the chat room.
Creating shifts in thinking to build new norms
Driving Question

How do I organize my time to ensure that I am creating ways to boost student achievement and build collective teacher efficacy?
Why An Instructional Change Agent?

Students
Top 10 Skills

- Complex Problem Solving
- Critical Thinking
- Creativity
- People Management
- Coordinating with Others
- Emotional Intelligence
- Active Listening
- Service Operation
- Negotiation
- Cognitive Flexibility

Source: Future of Jobs Report, World Economic Forum
Poll: Which of the 2020 skills are most important for our students?

Source: Future of Jobs Report, World Economic Forum
WE Survey Data Point

I believe that what I am learning in school will help me in my future.

69%

N = 333,280
2016 Study
High School Graduation Rate

• High School Graduation Rate Has Reached a Record High, But the U.S. Remains off Track to Reaching 90%

Source: National Center for Education Statistics
www.GradNation.org
Student Mental Health

• Facts About Children’s Mental Health

1 in 5
U.S. Children and Teens Have a Diagnosable Psychiatric Disorder

$247 Billion
Spent annually on mental, emotional & behavioral disorders among youth including for mental health services, lost productivity and crime

1 in 4
Parents finds it difficult to obtain mental health services for their child

1/2
Of all lifetime cases of mental illness begin by age 14

29.8%
Of young adults ages 18 to 25 reported having experienced a mental, behavioral, or emotional disorder in the past year
Shifts to Consider

1. Driving School Culture
Shift: Culture

Your Passion
Student Culture
Visible Culture
Future Culture
Hidden Culture
Way 12: Build Mentor Moments
Way 12: Build Mentor Moments

• Identify the most at risk students – attendance, behavior, academics, family involvement

• Build a schedule for determining time, number of students, and number of staff members needed.

• Train mentors to implement.

• Collect and analyze log data.

• Meet regularly with mentors.
Way 12: Build Mentor Moments

• Transforming culture is a long-term solution, not a short-term fix.
Shifts to Consider

1. Driving School Culture
2. Crafting Instructional Practices
Shift: Instructional Practices
Way 18: Ask the Three Questions

Key Elements

- Be Visible
- Ask questions to students
- Listen for responses
Way 18: Ask the Three Questions

What are you learning?

How do you know when you know it?

How does your teacher know you know it?
## Way 18: Ask the Three Questions

### The Three Questions Rubric

<table>
<thead>
<tr>
<th>Question</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are you learning?</td>
<td>Student cannot share what he/she is learning in class.</td>
<td>Student uses visual cues or notes to share what he/she is learning.</td>
<td>Student shares in own words what he/she is using with academic vocabulary.</td>
</tr>
<tr>
<td>2. How do you know when you know it?</td>
<td>Student is unable to articulate how he/she knows when he/she has learned the content.</td>
<td>Student can briefly state how he/she knows what he/she has learned the content.</td>
<td>Student can specifically site ways in which he/she knows he/she has learned the content.</td>
</tr>
<tr>
<td>3. How does your teacher know you know it?</td>
<td>Student is unable to share how the teacher knows learning has occurred.</td>
<td>Student can reference or point to a product that should be completed.</td>
<td>Student verbalizes how he/she can say or display learning in a way that teacher can assess student learning.</td>
</tr>
</tbody>
</table>
Way 18: Ask the Three Questions

When it comes to learning, day 1 should be as urgent as day 120. Anything less than this sense of urgency is a disservice to students.
Shifts to Consider

1. Driving School Culture
2. Crafting Instructional Practices
3. Transforming Student Engagement
Shift: Learner Engagement

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>One can be too old to learn a foreign language.</td>
<td>Anyone can learn anything.</td>
</tr>
<tr>
<td>I can’t work on computers. I’m just not good with them.</td>
<td>Skill comes from practice.</td>
</tr>
<tr>
<td>I’m not smart enough to run my own business.</td>
<td>Flaws are just a “to-do” list of things to improve.</td>
</tr>
</tbody>
</table>
Way 31: Be a Student

How many times during my lesson do I have students intentionally interact with one another?

In each of these interactions, what is the intended product of the interaction?

What am I doing during each interaction?

How do I know the interaction was worth the time invested?

How do I bring closure to the experience?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are students doing?</td>
<td></td>
</tr>
<tr>
<td>What is teaching doing?</td>
<td></td>
</tr>
<tr>
<td>What evidence of rigor is seen?</td>
<td></td>
</tr>
<tr>
<td>How is learning connected to real-life situations?</td>
<td></td>
</tr>
<tr>
<td>How are students interacting with one another?</td>
<td></td>
</tr>
</tbody>
</table>
Way 31: Be a Student

- Take notes on teacher behaviors.
- Record student interactions and tasks asked of them to do.
- Include evidence of rigor, relevance, and learner engagement.
Shift: Community Partners

• Increase program quality (Harvard Family Research Project, 2010)

• Positive relationships with school and community foster high-quality engagement (Miller, 2005)

• 1/3 of the skills considered important in today’s workforce will have changed (World Economic Forum, 2016)
Community partners offer feedback loop on real-world application of what we do.
Way #42: Convent a Community Advisory Team

<table>
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<tr>
<th>Community Advisory Team Pathways</th>
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<tbody>
<tr>
<td><strong>Employment</strong></td>
</tr>
<tr>
<td>Customer Service Pathway</td>
</tr>
<tr>
<td>Certified Nurse Aide</td>
</tr>
<tr>
<td>Tool &amp; Die</td>
</tr>
<tr>
<td>Automotive</td>
</tr>
<tr>
<td>Welding</td>
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</tbody>
</table>

From Houghton Mifflin Harcourt.
Way #42: Convent a Community Advisory Team

Determine pathways taught at your school that connect to the Three Es.

Use faculty to help build out the guest list for the Community Advisory Team.

Communicate early, communicate often.
Way #42: Convent a Community Advisory Team

Develop a ‘State of the Address’ that celebrates and educates the business members and teachers of the team.

Create a robust agenda that lends itself to collaboration.

Gain feedback and make adjustments.
Be the Instructional Change Agent

- School Culture
- Instructional Practices
- The Instructional Change Agent
- Student Engagement
- Community Advocacy
Reflect and Respond

• Which of the 4 ways is most useful to you? Why?

• Tweet your response and include:
  - #NAESP & #LeadChangeEd
  - Tag @adamddrummond and three educators
Make it Matter

Access: http://tinyurl.com/ICLE20DayPlan

1. Save a copy.

2. Complete your action plan.

3. Be sure to find an accountability colleague.
What is your three step commitment?

Share one...
The Instructional Change Agent
48 Ways to Be the Leader Your School Needs

“Do you want to feel the passion, make visible the heart of being a principal, build the culture that makes the difference, build your confidence to be the lead learner, and leave a legacy for your teachers and students? …Then this is your bible.”

- John Hattie, author of Visible Learning

Check out:
www.leadered.com/ICA
Order & Get Free Resources
Be Part of the Change Movement

Order the Book:
www.leadered.com/ICA

Let’s Talk How We Can Partner:
https://tinyurl.com/ICAgent2019

Get Bonus Way:
https://tinyurl.com/LeadChangeEdBonus
Episode 1
A podcast series celebrating #EduLeaders

Connect on Twitter with Adam (@AdamDDrummond) and Mark (@MWHSPrincipal).
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#LeadChangeEd
Thank you!