

Indian Education Leadership:
*WARRIORS – A Story Of How to Build
Capacity and Talent in TEDs*



Bernadette Anderson, Ed.D.
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Nimiipuunéewit ~ People's Way of Life

Chief Joseph Speech



“I do not understand why nothing is done for my people. I have heard talk and talk but nothing is done. Good words do not last long unless they amount to something.”

I know that my race must change. We cannot hold our own with the white men as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law shall work alike on all men. Let me be a free man, free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to talk, think and act for myself.”

1879, Washington D.C.

Chief Joseph, originally known as Hin-mah-too-yah-lat-kekt

Nez Perce Tribe

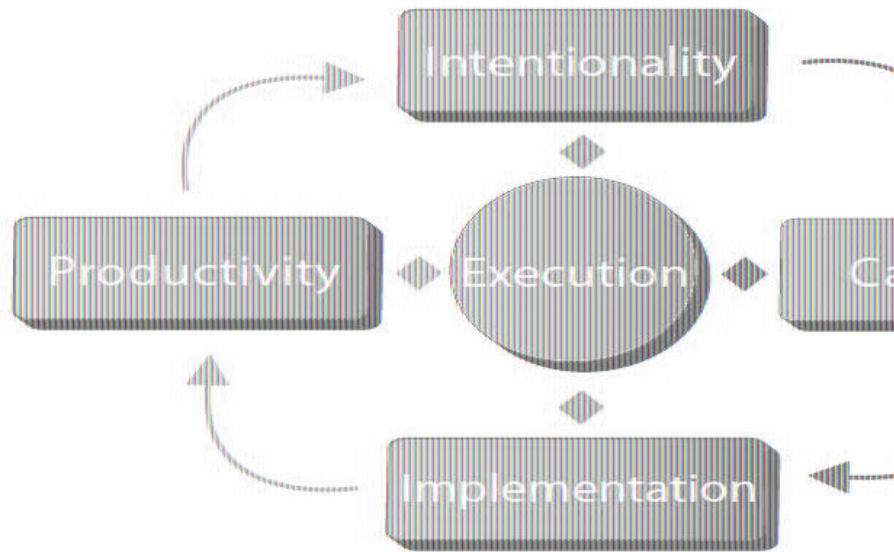
WARRIORS

To achieve its project goal, TEDNA established a collaborative with five partners to providing valuable tools, professional development, and staff to impact the college and career readiness culture of students, families, and the schools serving them: ACT, Native American Rights Fund, Academic Development Institute (ADI), Read Right, and Dr. Michael Pavel from Tuwaduq Cultural & Research Institute.



A Story Of How to Build Capacity and Talent in TEDs

Framework for Change Leader
Cycle of Change: → Information Ex



Create an organizational change culture

- 1. Effective change leaders create an organizational change culture.**
- 2. Change leaders build the leadership capabilities of other change agents in the organization.**

Communicate the organization's mission, values, goals, and strategies

Change leaders communicate and launch change initiatives that emanate from the strategies.





Make judgements about which change to initiate

Amidst a barrage of data on a multitude of variables from a variety of sources, leadership separates the wheat from the chaff, communicates purpose and direction, and bends change to the organization's advantage.



Avoid unproductive change and launch change initiatives (innovation)

Change leaders intentionally select innovations and avoid unproductive change.

To improve is to change, although change can also be counterproductive.



Change leaders understand and attend to the human dynamics of change.

People are engines of change, and they are affected by change.

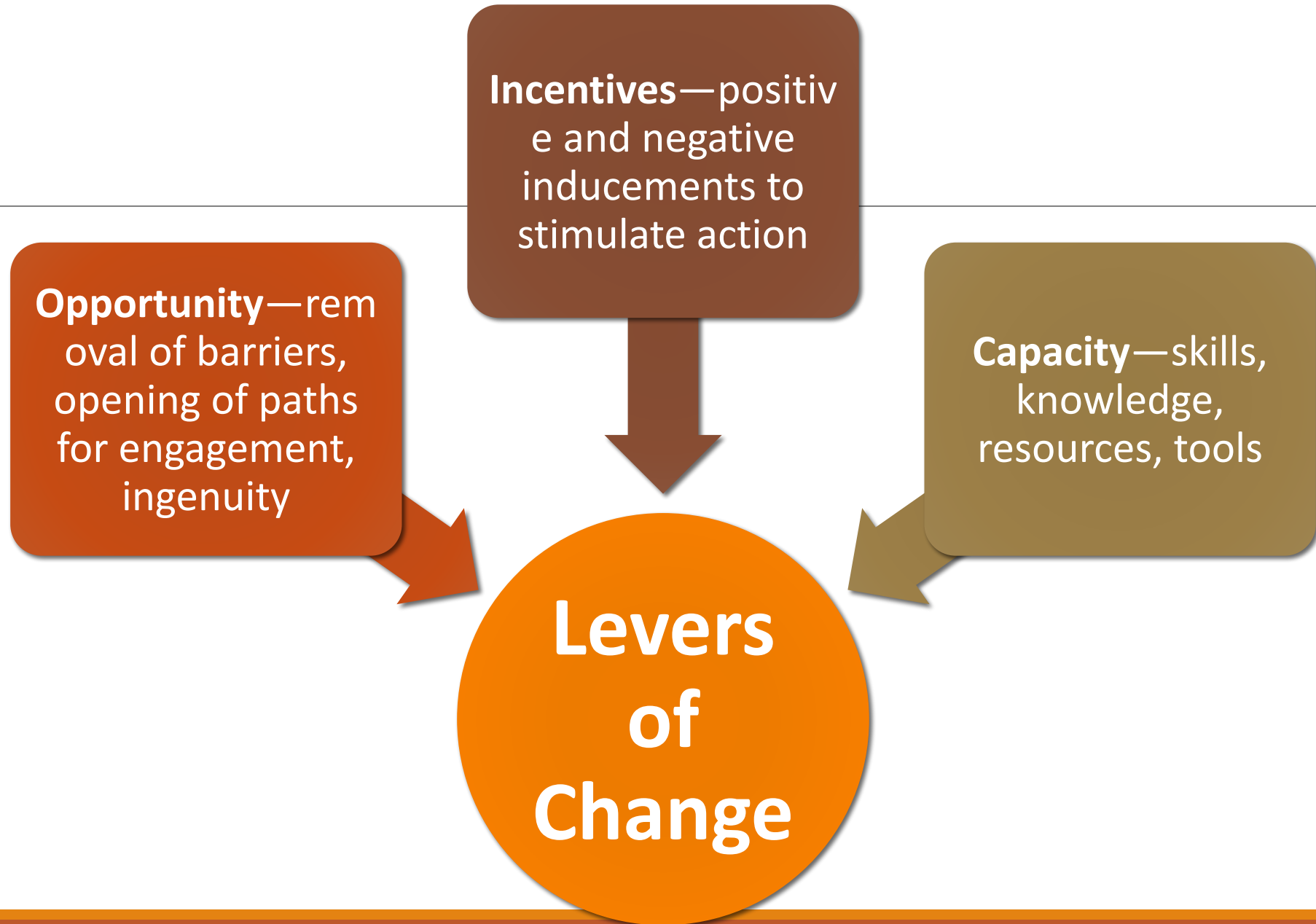
Change leaders take into account the knowledge, skills, motivations, and relationships of people.

Pace of Change

Effective change leaders determine the pace of change.

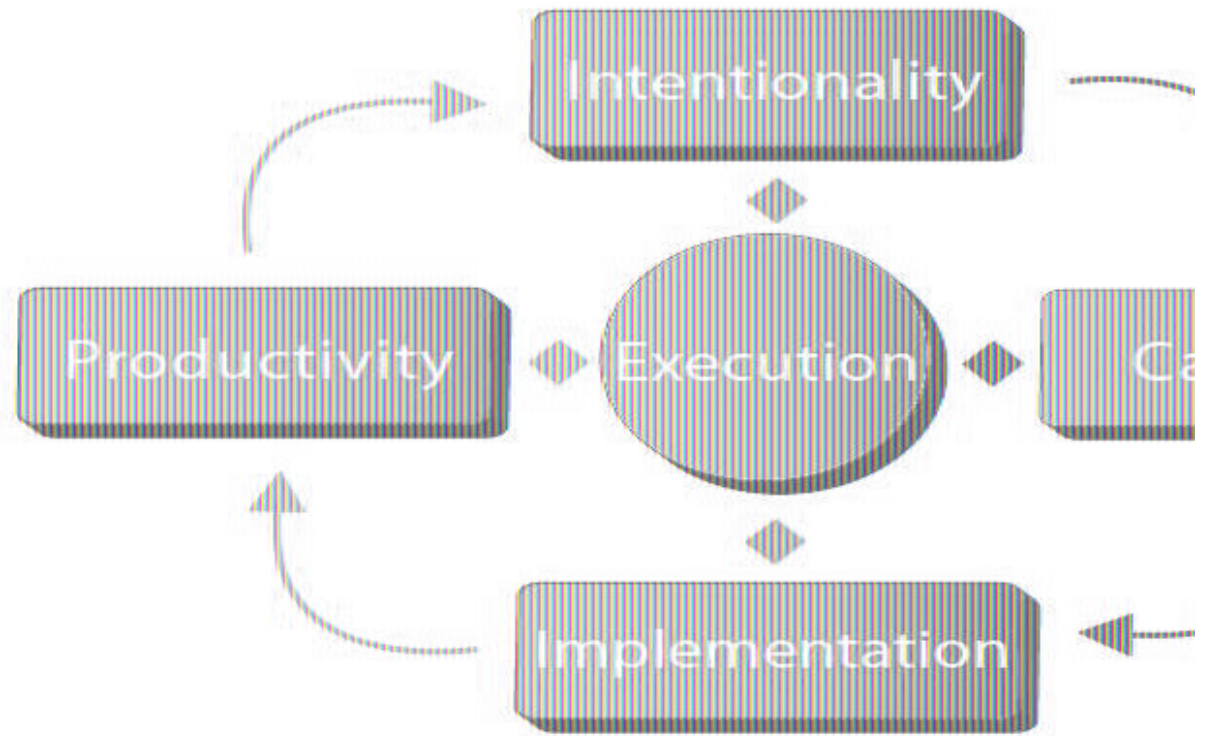
The pace of change is a function of intensity and duration—the amount of change required for a given interval of time.



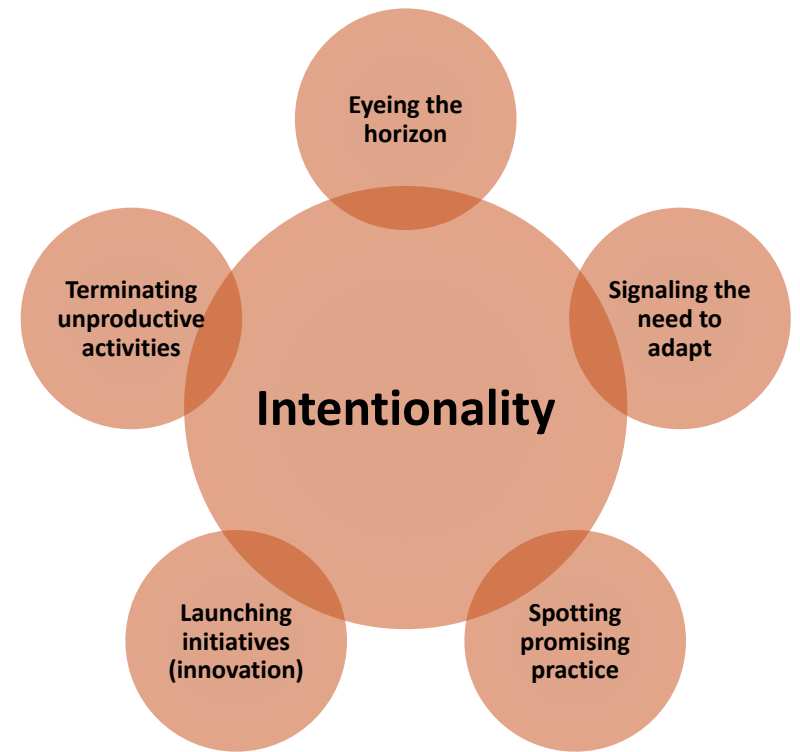


Framework for Change Leader

Cycle of Change: → Information Exchange



WARRIORS IN ACTION





Effective Practice:

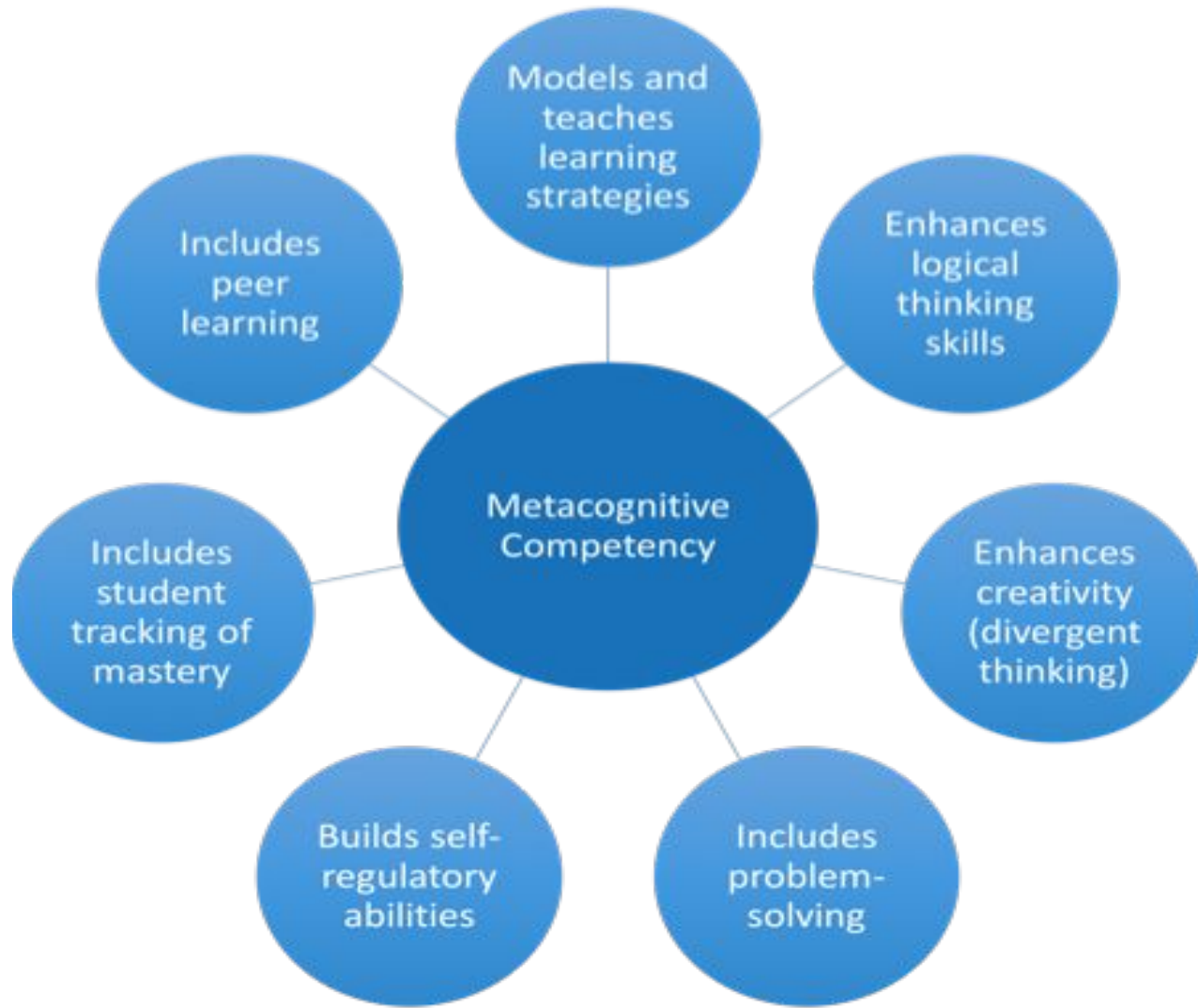
Providing instruction and modeling of metacognitive processes and strategies to enhance student self-management of learning



Metacognitive Competency Evidence Review

Teachers model 1) why the strategy is used, 2) how the strategy is used and 3) what strategies to select in specific situations by selecting the appropriate strategy to match the situation.

Research also shows that metacognitive learning strategies should be integrated into subject matter rather than taught in isolation in order to increase the chances that students will transfer their new learning across other settings (**White & Fredericksen, 1998; Pellegrino & Hilton, 2012**).



Celebrate success!

- Student work, e.g., resume, presentations indicated students developed a sense of self, identified career pathways, and set goals towards preparing for successful achievements along their desired career pathways.
- Student work included in Specialists' portfolios also demonstrated student learning and using metacognitive strategies, e.g., About Me posters and student video recorded presentations.
- Photos shared provided evidence of student learning specific strategies as part of their work, e.g., cooperative learning, developing sense of culture, portfolios which contained a narrative of activities throughout the grant period, self-reflection of experiences, learnings, and challenges, and artifacts related to student engagement and learning, school leader and staff communication and engagement, and family and community communication and engagement.



TED Education Specialists reported:



1. **Positive relationships** were established among students, families, and colleague.
2. **Relationships between** the program and schools has continued to grow as evidenced by continued accessibility and hospitality.
3. **Respect and support** of the program among the schools and Tribes.
4. **Students and colleagues** came to them in times of crisis and darkness and in times of celebration and success, helping them to become an effective, trusted mentor.
5. **Students learned finance and responsibility** of student loans so they could be better consumers in planning their post-secondary education and worked on critical thinking projects that help build teamwork, communication, and participation.
6. **Student grades continued to remain in good standing** and are shaping their life goals and pathways
7. **Projects were conducted in groups** with each student being held accountable for participation as well as work completion.
8. **Parents** as well as members of the community were engaged in teaching and supporting the students.
9. **Data** of records of agendas, meetings, student attendance, student progress, and evidence of teaching and learning.

Change Leaders



Warrior Change

- Create an organizational change culture
- Communicate the organization's mission, values, goals, and strategies
- Make judgements about which change to initiate
- Avoid unproductive change
- Launch change initiatives (innovation)
- Understand and attend to the human dynamics of change
- Determine the pace of change



Qe' ciyew'yew' (Thank You)

Email:

banderson@adi.org

www.schoolcommunitynetwork.org

School Community Journal

www.adi.org