

# LEADright for School and District Leaders

Roanoke River Valley Education Consortium - July 2018

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TO DO LISTS	
Your <b>Personal</b> List: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Your <b>Professional</b> List: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## NORMS

Which one will you focus on today? \_\_\_\_\_  
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## AUTOBIOGRAPHY IN 5 SHORT CHAPTERS: REVISED ELEVATOR SPEECH

Now that you slept on it, what's your **data story "elevator" speech** that's to the point?

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\_\_\_\_\_

## THREE SOJOURNERS

How might I (re)engage myself and others who are "Captives" to convert them to "Explorers" and "Vacationers"? Which one is most likely to embrace change quicker and long-term?

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## INTRODUCING THE STUDENT SHADOWING EXPERIENCE

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**ECONOMICS CLASS: Student Shadowing Experience**

What are students doing?

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**MATHEMATICS CLASS: Student Shadowing Experience**

What are students doing?

	<b>ELLIE</b>	<b>ADAM</b>
Listening		
Reading		
Questioning		
Writing		
Presenting		
Responding (to teacher)		
Responding (to peers)		
Problemsolving		
Collaborating		

**What is the student supposed to be doing? How do you know that the student knows? Can the student explain how the tasks are connected to the learning? Can the student explain why the learning is important?**

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