

DR. JEFF HOWARD

Dr. Jeff Howard, trained social psychologist, has developed a comprehensive set of field-tested training programs, consulting services and materials for adults and youth. He is also the founder of J. Howard and Associates, a corporate training and consulting firm that is part of the Innovations Group, Inc. Dr. Howard holds an A.B. from Harvard College and a Ph.D. in Social Psychology from Harvard University. He calls for School Administrators to accept their leadership responsibility in the mission of getting our kids to proficiency. Our children can do it--how are we going to help get them there? Jeffrey Howard, founder and president of The Efficacy Institute defines three steps schools can take to raise student proficiency:

1. Mission: You need consensus on the mission where everybody agrees that we have to get these kids for their lives, for their well-being, we have to get them to a high standard of proficiency and everybody's on that mission and salutes that flag.
2. Mindset: You've got to believe that these kids can learn at that level and we the teachers can learn to teach them at that level
3. Method: Everybody has to have a method for using data to figure out what pedagogy, what instructional strategies they need to use with these kids and they need a system where they can work together as colleagues to install that that method and really get it working where everybody's not talking pedagogy all the time, and they'll discover what it is they need to do to actually teach the kids at that level.”

“The tendency to blame teachers for the problem for years has been an important part of the problem. I've always said you could take the top of the current college class and bring all of them as a group into schools, and in five years in the current systems, those young people, bright-eyed bushy-tailed, full of vim and vinegar, would wind up looking very much like the people who are in our schools now; a large majority of those that make up the teaching faculty in American K-12 education today are capable of doing the job with the kids that they have. The fact that they don't do the job is as much a function of system failure as it is the failure of individual teachers. I think we have to start with the human dimensions of the problem. We've got to look at the population of dispirited people. I'm talking about the educators and the parents who in many cases have become rather cynical. People who when they first came into the field were banging their heads against walls trying to make something happen, but over the years got tired of being bruised and dented and have come to accept in too many cases in too many buildings that what we're getting from these kids is about all they can get from these kids.”



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