Rigor, Relevance and Relationships for ALL Students

Bill Daggett
Founder and Chairman
September 9, 2015

Growing Gap

School Improvement
Growing Gap

School Improvement

Changing World

WHY
WHAT
HOW
WHY  WHAT  HOW

iphone
Job Shares by Skill Group 1980 - 2014

Source: NY Fed Calculations, U.S. Census Bureau

New Jersey 4 Year Public College

66.5% graduate in six years
40.1% graduate in four years

40.1%
Rebuild with Rigor
Retool with Relevance
Restore the Relationships

Rigor and Relevance
for
ALL Students
Application Model

1. Knowledge in one discipline
2. Application within discipline
3. Application across disciplines
4. Application to real-world predictable situations
5. Application to real-world unpredictable situations

Knowledge Taxonomy

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating
• Analyze the graphs of the perimeters and areas of squares having different-length sides.
• Determine the number of solutions for three different equations.
• Identify coordinates for ordered pairs that satisfy an algebraic relation or function.
• Determine and justify the similarity or congruence for two geometric shapes.
• Represent fractions on a number line.
• Classify triangles according to angle size and/or length of sides.
• Calculate volume of simple three-dimensional shapes.
• Given the coordinates of a quadrilateral, plot the quadrilateral on a grid.

• Obtain historical data about local weather to predict the chance of snow, rain, or sun during year.
• Test consumer products and illustrate the data graphically.
• Plan a large school event and calculate resources (food, decorations, etc.) you need to organize and hold this event.
• Design a new currency and trading rules for an online game.
• Draw a timeline of your life accomplishments.
• Calculate the incline of a new handicap ramp to be installed at the front entrance of the school.
• Determine the median and mode of weather data from the past week.
• Organize and display collected data, using appropriate tables, charts, or graphs.
Rigor / Relevance Framework

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Rigor / Relevance Framework

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Two Approaches to School Improvement
Two Approaches to School Improvement

Fixed Mindset

Growth Mindset

Two Approaches to School Improvement

Fixed Mindset (Quad A/C)

Growth Mindset (Quad B/D)
WHY  WHAT  HOW
Fundamental Shift

Those Schools that pull students out of Art, Music, Physical Education, and CTE for remediation have a fixed (A/C) mindset

Source: Better and Faster, Jeremy Gutsche

Fundamental Shift

Schools that drive academics into Art, Music, Physical Education, and CTE – as well as – drive Art, Music, Physical Education and CTE into academics have a growth (B/D) mindset

Source: Better and Faster, Jeremy Gutsche
Practices

• Looping
• Department Chairs
• Professional Learning Communities
• Reading
• Writing Intensive
• Career Pathways
• 1/3

Practices

• Constant Search for Innovative Best Practices
• Redefined Community
Changing Neighborhoods

Networked Communities

Social media is creating a new sense of ‘community’ tied together by common interests and not physical proximity to each other.
Fixed Mindset schools have doubled down on the past

Technology is Transforming Growth Mindset Schools
Do your schools need an initiative/program OR a Lifestyle Change
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Information

VISIT:
http://leadered.com/bilddaggett

OR SCAN:
Question and Answers

Bill Daggett
Founder and Chairman
September 8, 2015

Recommendations
Recommended Action Items

- Create 20-Day Plans
- Create a Culture – Establish a Vision
Recommended Action Items

- Create 20-Day Plans
- Create a Culture – Establish a Vision
- Quad D Instruction

Levels

Rigor

Relevance

6 5 4 3 2 1

C D A B
Recommended Action Items

- Create 20-Day Plans
- Create a Culture – Establish a Vision
- Quad D Instruction
- Measuring What Matters

Survey Tools
for Measuring What Matters

- We Learn
  - Student Survey
- We Teach
  - Instructional Staff Survey
- We Lead
  - Whole Staff Survey
- We Succeed
  - Student Survey
- We Inspire
  - Instructional Staff Survey
- We Support
  - Parent/Community Survey
Teacher vs. Student Comparison

Students can apply what I am teaching to their everyday lives.

Teacher: 92%
Student: 58%

I can apply what I learn to my everyday life.

Teacher vs. Student Comparison

Students in my classroom engage in hands-on activities.

Teacher: 88%
Student: 45%

We do lots of hands-on activities in my classes.
Teacher vs. Student Comparison

I make learning exciting for my students.

Teacher: 84%
Student: 40%

My teachers make learning exciting.

Teacher vs. Student Comparison

I recognize students when they demonstrate positive behavior in school.

Teacher: 95%
Student: 40%

Good citizenship is rewarded in this school.
Reading Study Summary

Interquartile Ranges Shown (25% - 75%)

Student Profile
Grade 4 Reading New Jersey

Grade 4 Math New Jersey

Grade 8 Reading New Jersey

Grade 8 Math New Jersey

NOTE: California and Virginia were not included because the states do not assess mathematics in grade 8.

Lexile® Framework - Student Profile

Text Lexile Measure (L)

1600 1400 1200 1000 800 600

1st Quarter 2nd Quarter 3rd Quarter 4th Quarter

High School Literature

College Literature

High School Textbooks

College Textbooks

Military Use

Entry-Level, Level I, Level II, SAT 1, ACT, AP*

Recommended Action Items

Create 20-Day Plans
Create a Culture – Establish a Vision
Quad D Instruction
Measuring What Matters

Source: National Test Data, MetaMetrics
Recommended Action Items

- Professional Learning

- Leadership Development/Executive Coaching
Recommended Action Items

- Professional Learning
- Leadership Development/Executive Coaching
- 2016 Model Schools Conference

Systemwide Focus
Organizational Leadership
Culture Trumps Strategy
(Do you have a plan?)

Organizational Leadership
Content

- Standards
- Assessments
- Teacher Evaluation

Content

Methodology
Content / Assessment
Methodology
Academic Tenacity

Organizational Leadership
Organizational Leadership

Leadership is NOT a Position
Leadership Development
Executive Coaching

Organizational Leadership

Data Systems
Culture
Vision
Structure and Systems
Build leadership
Selection, support, evaluation
Measure What Matters

Are we measuring what is most important or what is easiest to measure?
Organizational Leadership

Data Systems

Vision
Culture
Structure and systems
Build leadership
collection, support, evaluation
Data systems

From Summative Evaluation to Formative Evaluation
Instructional Leadership

Instructional Leadership

Instructional Leadership
Instructional Leadership

Data-driven
- Curriculum
- High expectations
- Literacy, math, tech
- Data-driven

Provide Professional Growth
- Curriculum
- Literacy, math, tech
- Data-driven
- Provide professional growth
Rigorous Learning

Relevance

Teaching

Relationships

Rigor and Relevance
Rigor / Relevance Framework

3
• Calculate with numbers, including decimals, ratios, percents, and fractions.
• Understand two-dimensional motion and trajectories by separating the motion of an object into x and y components.

2

1

1 2 3 4 5

Rigor / Relevance Framework

3
• Know the characteristics and phenomena of sound waves and light waves.
• Understand the effect of sounds, words, and imagery on a listening audience.

2

1

1 2 3 4 5
Teaching

Instructional Strategies

Innovative Best Practices

Instructional Rounds

Students give opinion on lesson
Teaching

Assessment to Guide Instruction

- Relationships
- Content
- How students learn
- Instructional strategies
- Assessment to guide instruction

International Center for Leadership in Education