Bill Daggett: Creating Future-Focused Schools

Part 3
DATA ANALYTICS IS INTERDISCIPLINARY

But that is not how we are organized, certified, tenured or contracted
Both Data Analytics and Quad D Require

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<td>4. Technical skills in some area of specialization</td>
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<td>2. Computer skills</td>
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<td>3. Spreadsheets, tables, graphs</td>
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<td>5. Presentation Skills</td>
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Seven Interrelated Fundamental Shifts

1. From A/C to B/D
2. Reading and Writing
3. Data Analytics
4. Innovation and Creativity
Seven Interrelated Fundamental Shifts

1. From A/C to B/D
2. Reading and Writing
3. Data Analytics
4. Innovation and Creativity
5. Technology Tools

International Center for Leadership in Education

HMH
They can teach us
We need to teach them the responsible use of …
Seven Interrelated Fundamental Shifts

1. From A/C to B/D
2. Reading and Writing
3. Data Analytics
4. Innovation and Creativity
5. Technology Tools
6. Social Media
Social Media Impact

Closest Relationships

Community

Extended Family

Religious Institutions

Children’s Activities

Lifestyle Interests

Parenting, fitness, reading, art...

Single Issue Acquaintances

Jobs/career path

Political Views

Neighbors

Colleagues
Creativity is fueled by the cross-fertilization of different information, concepts and approaches.

Will social media fuel or impinge on creativity?
Social Issues

- Sex Education
- Drug Addiction
- Social Media Education
Consequences to Schools

• How others communicate about schools
  • Opt-out

• How we should communicate within our system and with parents/community

• Curriculum implications
  • Consequences
  • Evaluate sources
  • Balanced perspective
  • Tools

• Professional Development needs
Seven Interrelated Fundamental Shifts

1. From A/C to B/D
2. Reading and Writing
3. Data Analytics
4. Innovation and Creativity
5. Technology Tools
6. Social Media
7. Non-cognitive

International Center for Leadership in Education
Criteria

• **Foundation Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)
Criteria

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• **Personal Skill Development** (Measures of personal, social, service, and leadership skills and demonstrations of positive behaviors and attitudes)
Guiding Principles

- Responsibility
- Contemplation
- Initiative
- Perseverance
- Optimism
- Courage
- Respect
- Compassion
- Adaptability
- Honesty
- Trustworthiness
- Loyalty
The more high-tech we become, the more low-tech we need
Rubrics
Schools are Functioning in a Box

5½ hours per day

180 days per year
Partners

• Google Expeditions
• Stride
• ENVISION
ENVISION

- Technology Focus
- Healthcare Focus
- Environment Focus
- International Relations/Peace Focus
- Education Focus
Partners

• Google Expeditions
• Stride
• ENVISION
• Maker Space
Brain Research
Quad D requires a change in pedagogy
Input to Brain
Input to Brain

- Sight
- Hearing
Knowledge Taxonomy

1. Remembering
Input to Brain

Sight

Hearing
Knowledge Taxonomy

1. Remembering
2. Understanding
Input to Brain

Hearing

Sight
Knowledge Taxonomy

1. Remembering
2. Understanding
3. Applying
Input to Brain

C
A
B

Sight

Hearing
Connections / Pathways

Association Area

Sight

Hearing
Knowledge Taxonomy

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating
Connections / Pathways

Prefrontal Cortex

Association Area

Sight

Hearing
Connections / Pathways

Prefrontal Cortex

Association Area

Sight

Hearing
# 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
Connections / Pathways

Prefrontal Cortex

Association Area

Sight

Hearing
LEARN to DO
LEARN to DO

VS.

DO to LEARN
How They Learn
How They Learn

vs.

How We Deliver Instruction
Discussion Questions

• Culture Trumps Strategy. Therefore, how can we create an understanding of WHY changes are need in what our students need to know and be able to do?

• WHAT do our students need to know and be able to do that is different than students needed in the past?
HOW
WHAT WE KNOW

• Our schools are regulated, certified, tenured and contracted around A/C.

• Students:
  • have achieved at different levels,
  • have different interests, learning styles and aptitudes.
WHAT WE KNOW

• Our schools are regulated, certified, tenured and contracted around A/C.

• Students:
  • have achieved at different levels,
  • have different interests, learning styles and aptitudes.

• Learning happens on an individual basis, but our schools are organized for teaching, which is typically a group process.
WHAT WE KNOW

• Many students are not motivated.
WHAT WE KNOW

• Many students are not motivated.
• We need to personalize instruction.
WHAT WE KNOW

• Many students are not motivated.
• We need to personalize instruction.
• The adults in the system will need help understanding why we need to change, what to change, and how to do it.
Factors to Consider

Impactful
Research on Effectiveness

- Data-rich, analysis-poor
  - Meta-analysis
- Visible Learning by John Hattie
  - 52,637
  - 800 meta-analyses
Student Teacher Relationship

Effective

0.72  SD = 1.44 Years

Growth per Year
Application of Knowledge

Effective

.65  SD = 1.30 Years
Growth per Year
Literacy Strategies

Effective

0.61 SD = 1.22 Years

Growth per Year
What Have The Nation’s Most Rapidly Improving Schools Found To Be Most Impactful?

- Quad D Instruction
Rigor/Relevance Framework

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Rigor

Relevance
A and C were Needed Pre-Internet
B and D are Required in the Internet Age
Regulated, Certified, Tenured and Contracted
Shift from a Teaching Model Designed Around A/C to a Learning Model Designed Around B/D
Role of teacher changes from disseminator of knowledge to facilitator of learning.
What Have The Nation’s Most Rapidly Improving Schools Found To Be Most Impactful?

- Quad D Instruction
- Learning Criteria (non-cognitive)
Criteria

• **Foundation Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)
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- Initiative
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- Optimism
- Courage
- Respect
- Compassion
- Adaptability
- Honesty
- Trustworthiness
- Loyalty
Rubric
Factors to Consider

- Impactful
- Measurable
State Test
Are we measuring what is most important or what is easiest to measure?
Formative vs. Summative Assessments
Measure What Matters
Survey Tools for Measuring What Matters

We Teach
Instructional Staff Survey

We Learn
Student Survey

We Lead
Whole Staff Survey

We Support
Parent/Community Survey
Teacher vs. Student Comparison

We Teach

Teacher: 92%

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

We Learn

Student: 58%

I can apply what I learn to my everyday life.
Teacher vs. Student Comparison

**We Teach**

- Teacher: 88%
- Students in my classroom engage in hands-on activities.

**We Learn**

- Student: 45%
- We do lots of hands-on activities in my classes.
Teacher vs. Student Comparison

**Teacher**

I recognize students when they demonstrate positive behavior in school. 95%

**Student**

Good citizenship is rewarded in this school. 40%
Reading Study Summary

Interquartile Ranges Shown (25% - 75%)

Source: National Test Data, MetaMetrics
Lexile® Framework - Student Profile
Matt - Age 15, Grade 10, Lexile 1090, GPA 3.0

Text Lexile Measure (L)

Matt

Source: National Test Data, MetaMetrics
Lexile® Framework - Student Profile

![Graph showing text Lexile measure (L) for different categories such as High School Literature, College Literature, High School Textbooks, College Textbooks, Military, Personal Use, Entry-Level Occupations, SAT 1, ACT, AP* across four quarters. Source: National Test Data, MetaMetrics.]
Lexile® Framework - Student Profile

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Rubrics
International Benchmarked Performance Competencies
U.S. Performance on Program for International Student Assessment (PISA)

- 24th in Reading
- 28th in Science
- 36th in Math

A/C vs. B/D

SAT & ACT

PISA
Factors to Consider

- Impactful
- Measurable
- Engaging
Fundamental Shift in Instruction

1. Open Educational Resources
Open Educational Resources

Teachers pay Teachers
Guard Against Random Acts
Fundamental Shift in Instruction

1. Open Educational Resources
2. Text to Digital
Fundamental Shift in Instruction

1. Open Educational Resources
2. Text to Digital
3. Virtual to Augmented Reality
Virtual Reality to Augmented Reality

• Text
• Visual (pictures)
• Video (2-D)
• Virtual Reality (3-D)
Google Cardboard
Augmented or Mixed Reality

- www.xshopx.net
Instructional Materials

- Implication to Instruction
  - Science
  - Social Studies
  - CTE
Fundamental Shift in Instruction

1. Open Educational Resources
2. Text to Digital
3. Virtual to Augmented Reality
4. Gamification
Gamification

Engaging
Gaming

By 21 years old – 10,000 hours

→ More time than in school
Gamification

Engaging

Personalized
Gamification

Engaging

Personalized

Built on Growth Model
Stride makes learning fun.

71%
My teacher gives me choices in how I show my understanding of what I learned.

Stride shows my teachers that I am able to do well in school.
My classmates encourage me to do my best.

I like playing against my classmates on Stride’s games.
Fundamental Shift in Instruction

1. Open Educational Resources
2. Text to Digital
3. Virtual to Augmented Reality
4. Gamification
5. Online
Florida, Michigan, Virginla and Alabama requires one online course as a graduation requirement. Idaho requires two.
Factors to Consider

- Impactful
- Measurable
- Engaging
- Acceptable
Acceptable

• All Audiences
Acceptable

• All Audiences
• Top-Down Support for Bottom-Up Improvement
Acceptable

• All Audiences
• Top-Down Support for Bottom-Up Improvement
• Evolutionary
Acceptable

• All Audiences
• Top-Down Support for Bottom-Up Improvement
• Evolutionary – 1/3
Factors to Consider

- Impactful
- Measurable
- Engaging
- Acceptable
- Adaptable
Factors to Consider

Impactful
Measurable
Engaging
Acceptable
Adaptable
Affordable
Focus

• What is effective?
• What can you impact?
• What is most efficient?
Effectiveness and Efficiency Framework
Effectiveness and Efficiency Framework

High Student Performance

High Cost

Low Student Performance

Low Cost
Effectiveness and Efficiency Framework

High Student Performance

High Cost

Low Cost

Low Student Performance
Application of Knowledge

Effective

Efficient
Teacher Expectations and Clarity

Effective

Efficient

0.75

0.90
Student Teacher Relationship

Effective

Efficient

0.72

0.90
Professional Development

Effective

Efficient

0.62

0.75
You Need A Plan
20-Day Plan
Systemwide
Rigorous Learning for ALL Students
Rigorous Learning for ALL Students
Rigorous Learning for ALL Students

Teaching

Instructional Effectiveness

Instructional Leadership

Organizational Leadership
Successful Practices Network
Supporting Future-Focused Schools

- Connecting to Model Schools
- School Coaches and Virtual Professional Learning
- Model Lessons and Assessments
- Driven by School’s Plans
THE DAGGETT SYSTEM FOR EFFECTIVE INSTRUCTION

Alignment for Student Achievement

Bill Daggett
RECOMMENDATION
20-Day Plans
Organizational Leadership

Culture

Organizational Leadership
Instructional Effectiveness
Rigorous Learning for ALL Students
Teaching
Organizational Leadership
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- Optimism
- Courage

- Respect
- Compassion
- Adaptability
- Honesty
- Trustworthiness
- Loyalty
Organizational Leadership

Structure and Systems

- Culture
- Vision
- Structure and systems

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HMH
Organizational Changes

Looping
Organizational Changes

Looping

Department Chairs
Organizational Changes

- Looping
- Department Chairs
- 9th Grade Electives
Organizational Leadership

Build Leadership

- Culture
- Vision
- Structure and systems
- Build leadership
Leadership is NOT a Position
Executive Coaching
Organizational Leadership

Data Systems

- Culture
- Vision
- Structure and systems
- Build leadership
- Selection, support, evaluation

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HMH
Innovative Best Practices

Instructional Rounds
Organizational Leadership

Data Systems

Culture
Vision
Structure and systems
Build leadership
Selection, support, evaluation
Data systems
Measure 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
Instructional Leadership

High Expectations

High expectations

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HMH
Instructional Leadership

Curriculum

High expectations
Instructional Leadership

- Literacy, Math, Technology
- High expectations
- Curriculum
- Literacy, math, tech

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HMH
Instructional Leadership

Data-driven

High expectations
Curriculum
Literacy, math, tech
Data-driven
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
Student Profile
Reading Study Summary

Interquartile Ranges Shown (25% - 75%)

Text Lexile Measure (L)

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Source: National Test Data, MetaMetrics
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Source: National Test Data, MetaMetrics
Lexile® Framework - Student Profile

Source: National Test Data, MetaMetrics
Instructional Leadership

Provide Professional Growth

High expectations
Curriculum
Literacy, math, tech
Data-driven
Provide professional growth
Teaching

Rigor and Relevance

Rigor and Relevance
Levels

Rigor

Relevance

- Rigor Levels 1 to 6
- Relevance Levels 1 to 5
- Quadrants: C, D, A, B
Teaching Relationships

Rigor and Relevance

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Rigor / Relevance Framework

- 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.
Rigor / Relevance Framework

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

Content

Rigor and Relevance

Relationships

Content
Teaching

Instructional Strategies

Rigor and Relevance  Relationships  Content  How students learn  Instructional strategies
Innovative Best Practices

Instructional Rounds

Students give opinion on lesson
Innovative Best Practices

Instructional Rounds

Students give opinion on lesson
Innovative Best Practices

Instructional Rounds

Students give opinion on lesson

Director of Innovation
Record your opinions
Action Plan
Superintendent and Boardroom Decisions

Are you using dollars to drive change or to maintain the existing system?
20-Day Plan
ACTION PLAN
(Culture Trumps Strategy)

• Awareness Session
ACTION PLAN
(Culture Trumps Strategy)

• Awareness Session
• Data
ACTION PLAN
(Culture Trumps Strategy)

• Awareness Session
• Data
  - Instructional Practice Review
Levels

Rigor

Relevance

C

D

A

B

1 2 3 4 5

6 5 4 3 2 1
A and C were Needed Pre-Internet
B and D are Required in the Internet Age

B

D

Rigor

Relevance
ACTION PLAN
(Culture Trumps Strategy)

- Awareness Session
- Data
  - Instructional Practice Review
  - We Surveys
Survey Tools for Measuring What Matters

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

I make learning exciting for my students.

Teacher: 84%

My teachers make learning exciting.

Student: 40%
ACTION PLAN
(Culture Trumps Strategy)

• Awareness Session
• Data
  - Instructional Practice Review
  - We Surveys
  - Lexile Study
Reading Study Summary

Interquartile Ranges Shown (25% - 75%)

Source: National Test Data, MetaMetrics
ACTION PLAN
(Culture Trumps Strategy)

• Awareness Session
• Data
  - Instructional Practice Review
  - We Surveys
  - Lexile Study
• Plan of Action
Organizational Leadership

Structure and Systems

Culture
Vision
Structure and systems
Findings

• Looping
• Department Chairs
• Electives to 9th Grade
• Academics into Electives
Innovative Best Practices

Instructional Rounds
Innovative Best Practices

Instructional Rounds

Director of Innovation
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
Organizational Leadership

Build Leadership

Culture
Vision
Structure and systems
Build leadership

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Figure 4: Principals manage many more people than do leaders in other fields

In a typical school, principals supervise up to 10 non-instructional staff, pushing the total close to 50 people.

Sources: Bain Distributed Leadership Study 2015; Bain Organization practice
Figure 11: Teacher leaders don't feel responsible for the development of the teachers they lead.

Percentage of respondents who agree

“For the teachers I lead, I am…”

Source: Bain Distributed Leadership Study 2015
Figure 12: Responsibility for student outcomes is not well distributed beyond principals

Percentage of respondents who agree

“For the **students taught by the teachers I lead**, I am…”

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<th>Principals</th>
<th>Teacher leaders</th>
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<td>Responsible for their learning</td>
<td>96%</td>
<td>32%</td>
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<td>and development</td>
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<td>Able to impact their learning</td>
<td>91%</td>
<td>46%</td>
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<tr>
<td>and development</td>
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<td></td>
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<tr>
<td>Accountable for their learning</td>
<td>99%</td>
<td>19%</td>
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<td>and development</td>
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Source: Bain Distributed Leadership Study 2015
Leadership is NOT a Position
LEADERSHIP ACADEMY 2016

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San Diego, CA

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Empowering Leadership Teams, Inspiring Students

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Successful Practices Network

- Supporting Future-Focused Schools
- School Coaches, Virtual Professional Learning, Connections with National Network
- Model Lessons and Assessments
- Driven by School Network Plans
Discussion Questions

• Culture Trumps Strategy. Therefore, how can we create an understanding of WHY changes are need in what our students need to know and be able to do?

• WHAT do our students need to know and be able to do that is different than students needed in the past?

• HOW can we change our instructional delivery system?
Equity and Excellence
Focus on our children’s future
If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.

John Dewey