

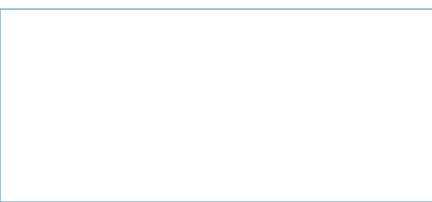


International Center for
Leadership in Education

Understanding and Building Knowledge of the Importance of the Daggett System for Effective Instruction

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Senior Implementation Advisor

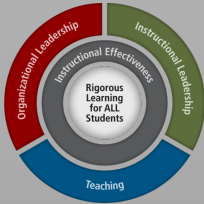


Agenda

**Introduction
&
Welcome**



**DSEI
Teaching**



**DSEI
Instructional
Leadership**



**DSEI
Organizational
Leadership**



Closing



Holland, Michigan



My Credentials

Senior Implementation Advisor

**The International Center for
Leadership in Education**



Building Relationships

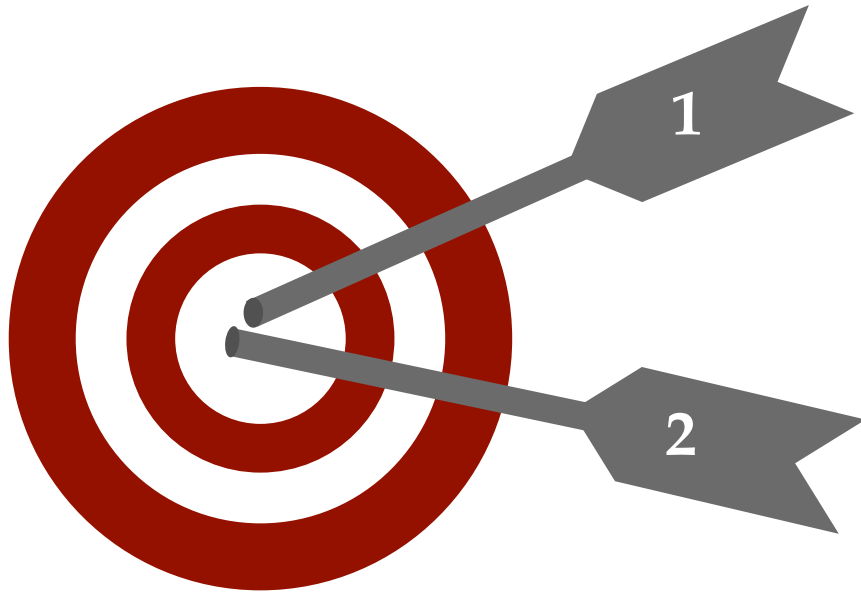


Building Relationships

What are the 3 best things about your school and/or district?



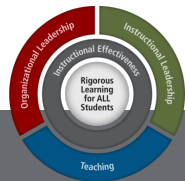
Learning Outcomes



Build an understanding of the Daggett System for Effective Instruction

Make applications of the Daggett System for Effective Instruction to your school setting

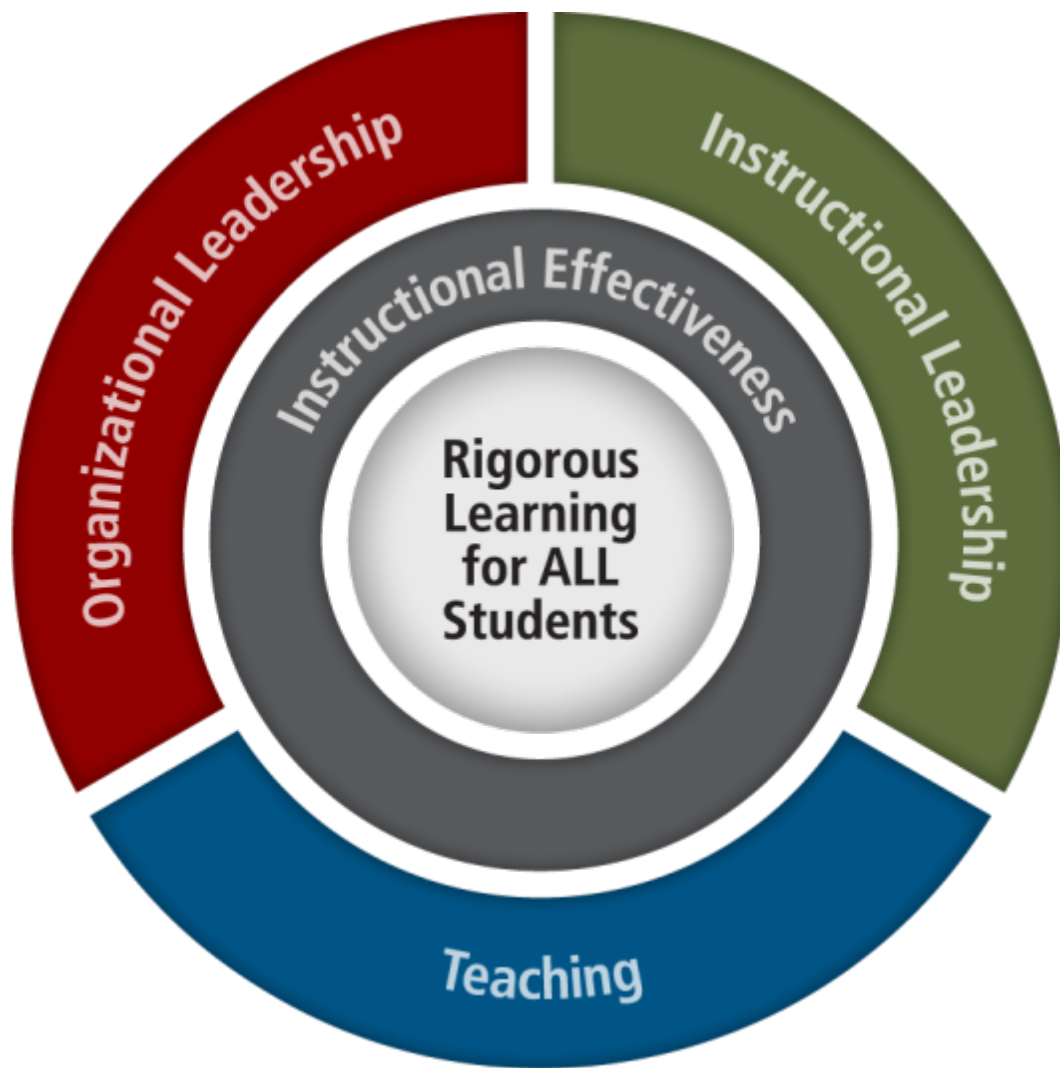
A Focusing Lens: The Daggett System for Effective Instruction











Research

Traditional Frameworks	Daggett System For Instructional Effectiveness
Deliver Instruction	Facilitate Learning
Vision Set by Top Leaders	Set Vision With Wide contributions
Define Vision in Few Academic Measures	Define Vision in terms of Whole Student Needs
Rigid Structures Support Adult Needs	Flexible Structures Support Student Needs
Teachers as Objects of Change	Teachers as Agents of Change
Deliver Instruction	Facilitate Learning
Replicate Practices With Fidelity	Create New Practices to Meet Student Needs
Look For Evidence of Good Teaching	Look for Evidence of Good Learning
Standardized Procedures	Shared Best Practices

The Daggett System for Effective Instruction

Teaching

Convey a deep knowledge of content
and be equipped with a set of
powerful teaching strategies that rely
on data to drive student
achievement.

The Daggett System for Effective Instruction

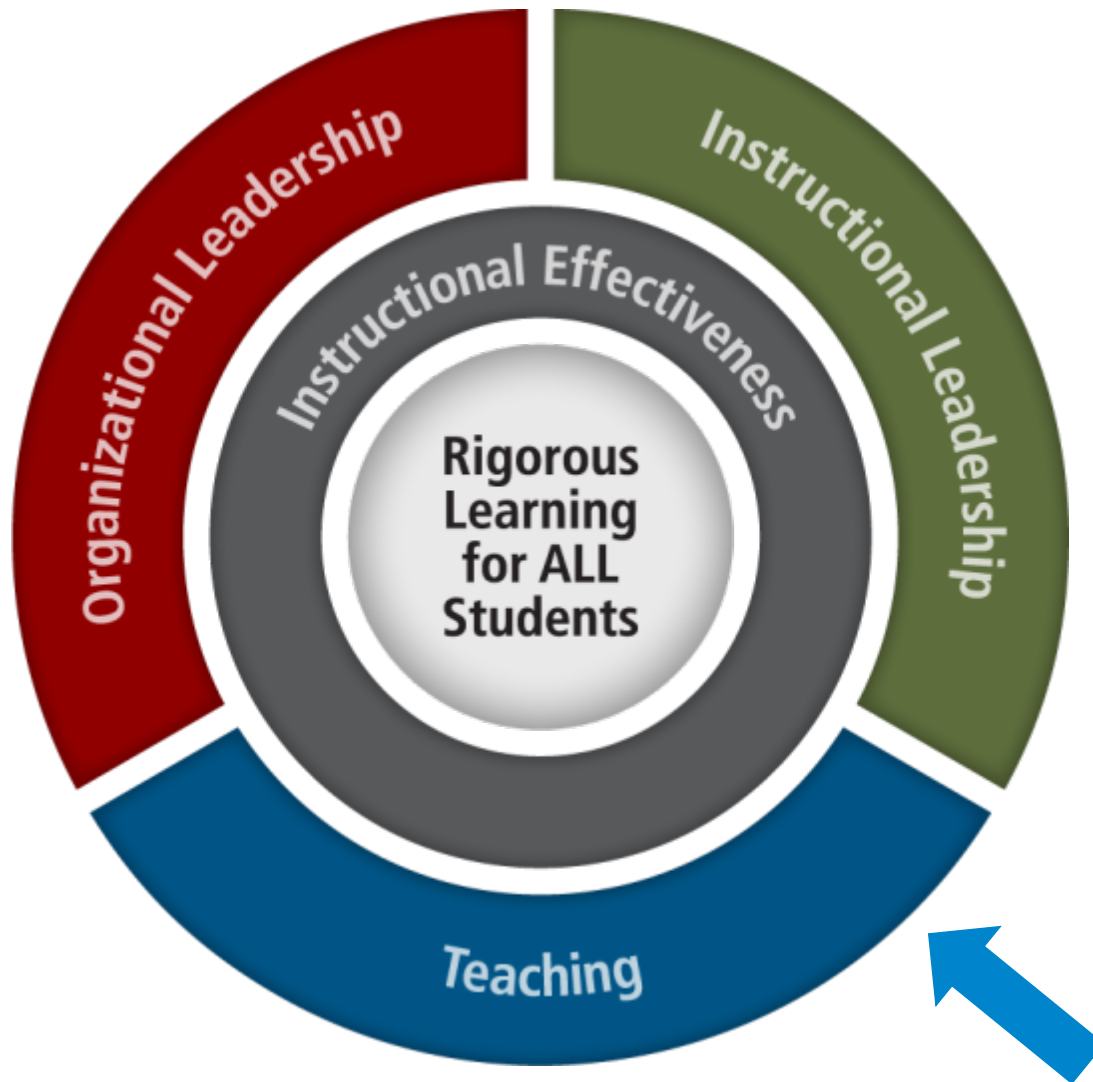
Instructional Leadership

Define instructional priorities, using data in a systematic way to drive decision making; provide ongoing opportunities for professional growth.

The Daggett System for Effective Instruction

Organizational Leadership

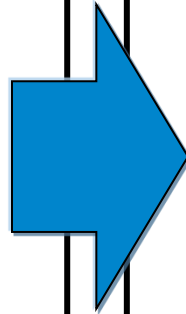
Create a shared vision and culture for success; align organizational systems to the vision; support student achievement.



Transforming Teaching

From a Traditional Approach

“Deliver” Instruction
Teacher-centered
Classroom learning
Standardized approach
Learn to do
Content focused
Looking for the right answer
Teaching segmented curriculum
Passive learning opportunities



To a Transformed Approach

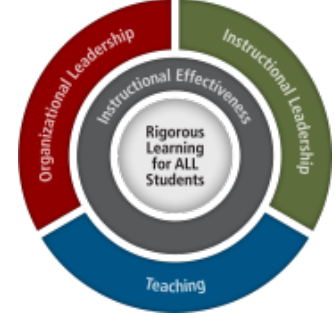
“Facilitate” learning
Student-centered
Learning anytime/anywhere
Personalized, differentiated
Do to learn
Application focused
Develop thinking
Integrating curriculum
Active learning opportunities

Teaching



- 1. Build effective instruction based on rigorous and relevant expectations.**
- 2. Possess and continue to develop content area knowledge and make it relevant to the learner.**
- 3. Create and implement an effective learning environment that is engaging and aligned to learner needs.**

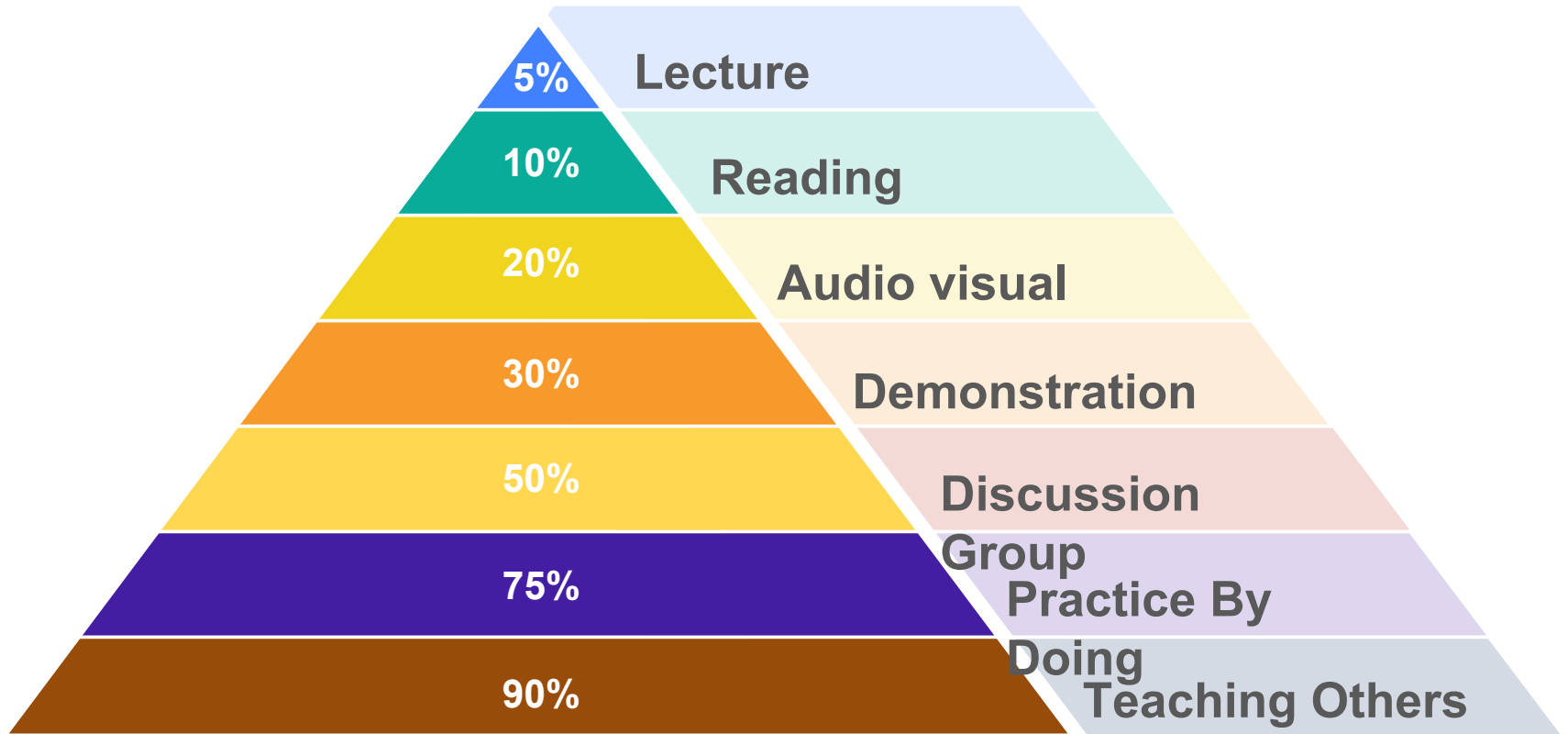
Teaching



- 4. Plan and provide learning experiences using effective research-based strategies that are embedded with best practices, including the use of technology.**
- 5. Use assessment and data to guide and scaffold instruction.**
- 6. Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative.**

How Do We Learn?

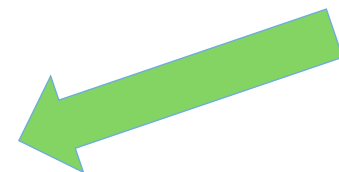
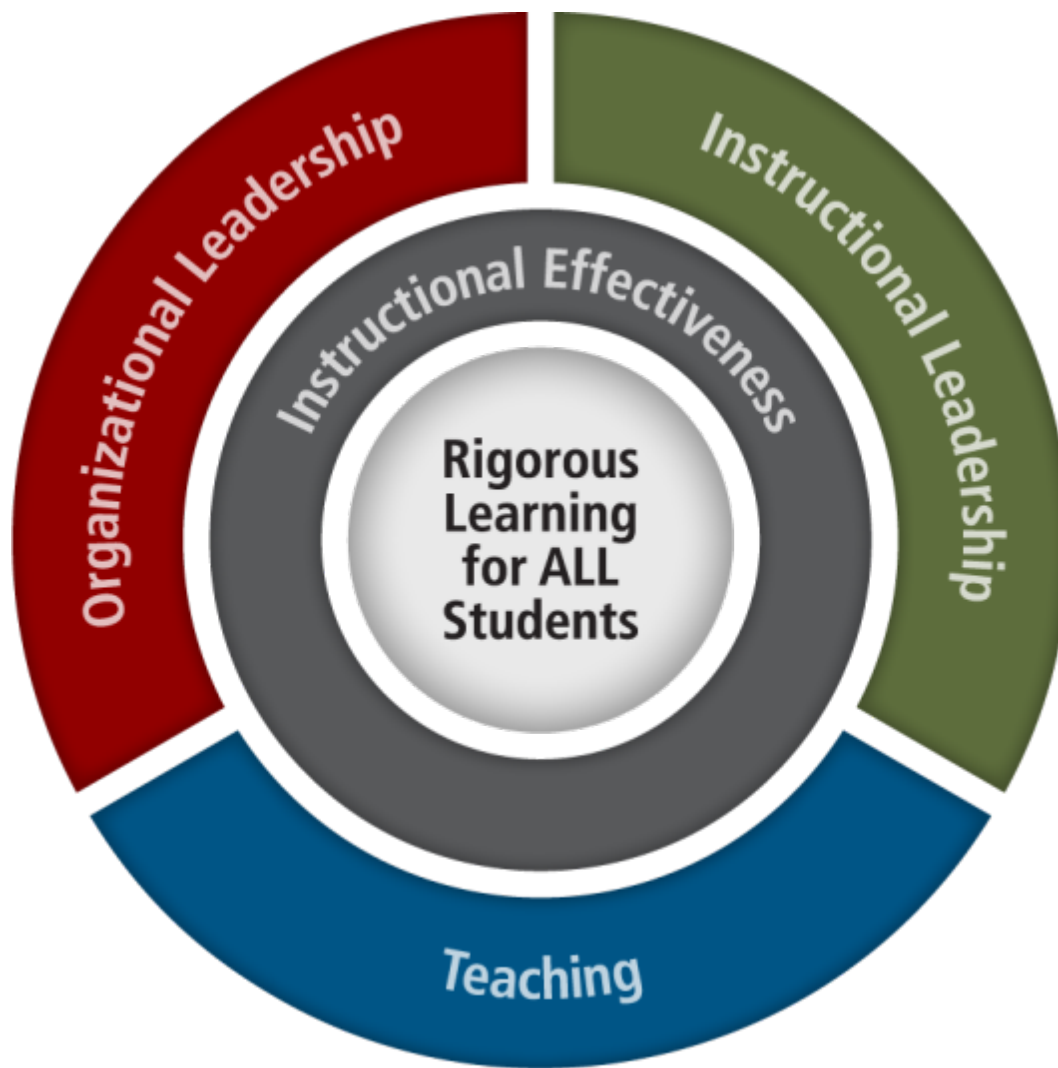
Average Learning Retention Rates



Source: National Training Laboratories, Bethel, Maine

Teaching

	Firmly Established	Partially Established	In Planning Stages	Not Evident
Teaching				
1. Teachers use a common planning tool/application.				
2. Teachers are exposed to and use research based instructional practices.				
3. Rigorous and relevant instruction is provided for ALL students.				
4. Students are actively engaged in their learning.				
5. Positive relationships exist between staff and students.				
6. Staff model positive relationships for students.				
7. Positive relationships exist between/among students.				
8. Teachers have current subject-matter expertise.				
9. Teachers are adept in the use of relevant applications of their subject matter.				
10. Teachers are adept in the uses of instructional technology.				
11. Formative Assessment data is used to differentiate instruction.				



Transforming Instructional Leadership

From a Traditional Approach

Principal leads

Manage the current system

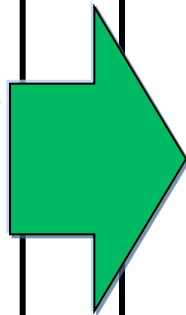
Use experience to solve problems

Replicate practices with fidelity

Look to supervisors for answers

Rely on individual expertise

Authority



To a Transformed Approach

Team leads

Change the system

Learn new ways to adapt

Choose practices to meet needs

Empower staff to take action

Share each other's expertise

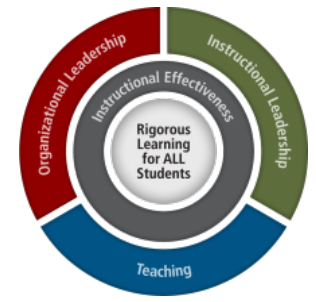
Collaboration

Instructional Leadership



- 1. Use research and establish the urgent need for change to promote higher academic expectations and positive relationships.**
- 2. Develop, implement, and monitor standards-aligned curriculum and assessments.**
- 3. Integrate literacy, math, and technology across all disciplines.**

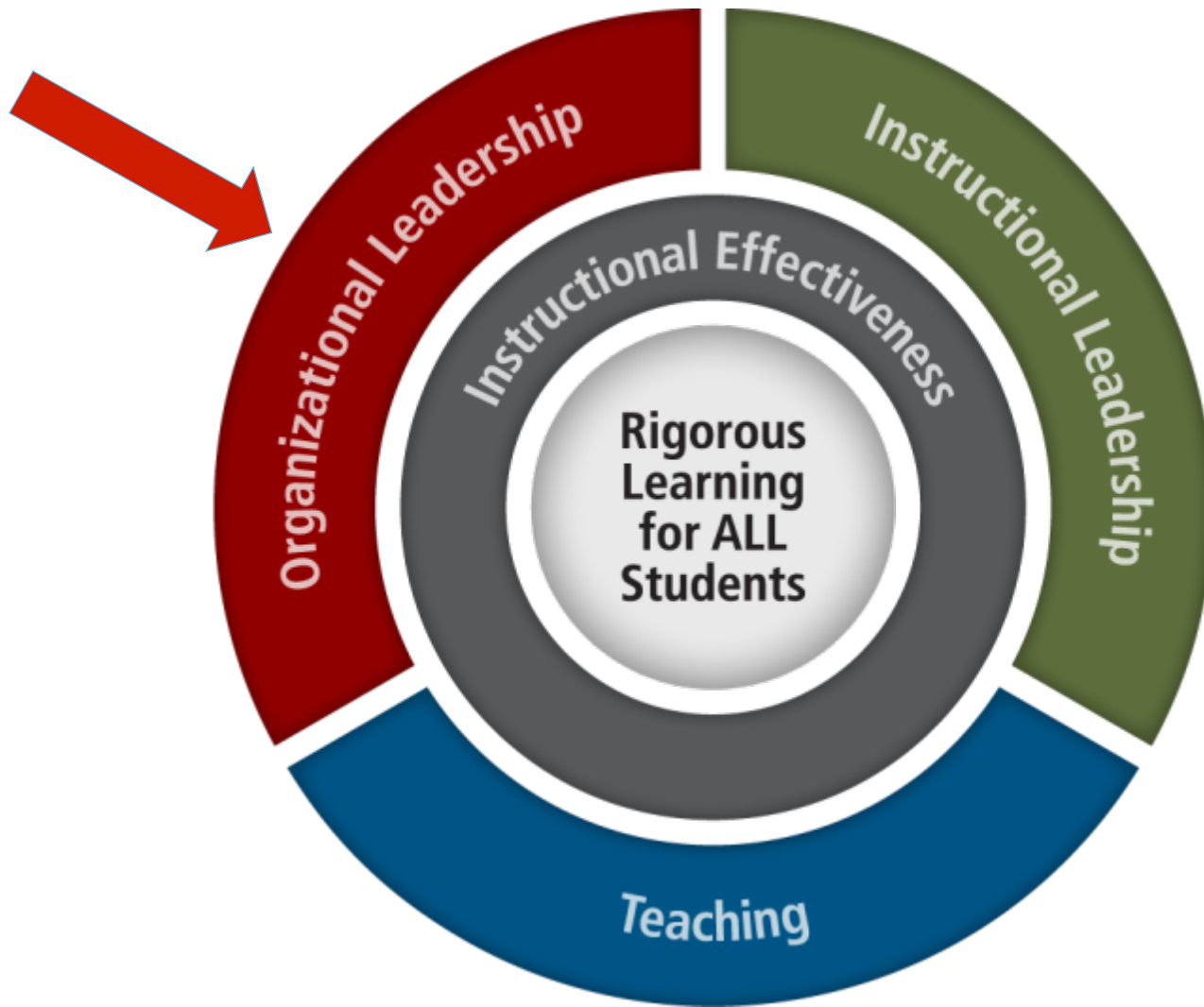
Instructional Leadership



- 4. Facilitate data-driven decision making to inform instruction.**
- 5. Provide opportunities for professional learning, collaboration, and growth focused on high quality instruction and increased student learning.**
- 6. Engage family and community in the learning process.**

Instructional Leadership

	Firmly Established	Partially Established	In Planning Stages	Not Evident
Instructional Leadership				
1. Learning expectations are defined by college <u>and</u> career readiness for all students.				
2. Curriculum is aligned to clear standards.				
3. Instruction is monitored to ensure alignment to standards.				
4. Literacy is integrated across the curriculum.				
5. Math is integrated across the curriculum.				
6. Instructional decisions are consistently informed by data.				
7. Professional collaboration is encouraged/supported.				
8. Adequate professional learning opportunities are provided.				



Transforming Organizational Leadership

From a Traditional Approach

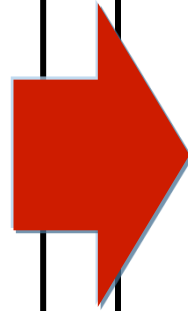
Vision set by top leadership

Priorities based on short-term results

Rigid structures to accommodate adult needs

Top-down management for ease of administration

Teachers are object of change



To a Transformed Approach

Vision set by all

Priorities based on long-term improvement

Flexible structures to support learner needs

Top-down support for bottom-up change

Teachers are agents of change

Organizational Leadership

“Organizational leadership must inspire the education community, create a culture for change, and do away with structures, rules, and practices that are impediments to effective and efficient instruction.”

—Bill Daggett, Founder and Chairman, ICLE

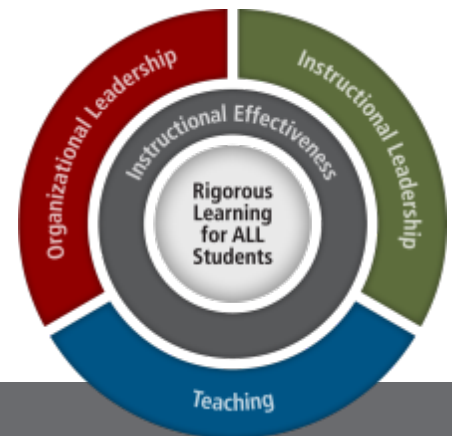
Organizational Leadership

1. Create a culture of high academic expectations and positive relationships.
2. Establish a shared vision and communicate to all constituent groups.
3. Align organizational structures and systems to the vision.



Organizational Leadership

4. Build leadership capacity through an empowerment model.
5. Align teacher/leader selection, support, and evaluation.
6. Support decision making with relevant data systems.



Organizational Leadership

Create a culture of high academic expectations and positive relationships

Build leadership capacity through an empowerment model.

Create the culture and establish a shared vision:

- **Everyone** is responsible for every student
- Believing that every student **CAN** and **MUST**
- Our responsibility: to figure out how to help

How does Leadership's Mindset Impact School Culture?

Turn and Talk with Your Neighbor.
Stretch your thinking to concrete examples.

How would fixed
mindset look in
a school?

How would
growth mindset
look in a school?

Let's Look In The Mirror

What do high expectations look like in your school? Consider some beliefs and behaviors...

- Do you and your teachers believe that ALL students are capable of achieving at high levels?
- If you (or one of your teachers) had children at your school, would they try to select specific teachers?
- Is there an environment where teachers are continually trying to support and help each other to improve instruction?
- Does the administration find ways to support teachers and students in teaching and learning?

Culture

“Good to great comes by a cumulative process__step by step, action by action, decision by decision, turn upon turn of the flywheel__that adds up to sustained and spectacular results...It was a quiet deliberate process of figuring out what needed to be done to create the best results and then taking those steps one way or another. By pushing in a constant direction over an extended period of time...

Jim Collins Good to Great

Organizational Leadership

	Firmly Established	Partially Established	In Planning Stages	Not Evident
System Descriptors	1	2	3	4
Organizational Leadership				
1. A culture of high expectations for students is evident.				
2. A culture of high expectations for staff is evident.				
3. A culture of continuous improvement is evident				
4. The organization has developed a common vision of student learning and achievement.				
5. The organization communicates a common vision of student learning and achievement.				
6. Priorities/measures are understood/supported by students/staff/stakeholders				
7. Organizational structures/systems (e.g. schedules, calendar, policies, etc.) support culture/vision.				
8. System is focused on student success/needs.				
9. Leadership is cultivated across all levels of the organization.				
10. Planning/goal setting/decision-making is collaborative				
11. Professional staff is selected using aligned/shared organizational goals/values.				
12. Professional staff is supported using aligned/shared organizational goals/values.				
13. Professional staff is evaluated using aligned/shared organizational goals/values.				
14. Data systems are in place to support decision-making around the vision.				

Alignment Is the Key

“For an organization to have a chance of achieving a high degree of alignment, there has to be one true north for the entire organization. The definition of true north includes the vision, mission, and values of the organization. It also includes the key strategic objectives that support the mission and vision.”

—Steven

Covey

Culture Trumps Strategy

“Culture eats strategies for breakfast.”

Peter Drucker, Management Consultant, Educator, Author

***“Almost everyone wants schools to be better,
but fewer want schools to be different.”***

Ray McNulty, Senior Fellow, ICLE

***“If you attempt to implement reforms
but fail to engage the culture of a school,
nothing will change.”***

Seymour Sarason, School Reform Researcher

Communicating the Message

As a leader.....

- what is your message?
- how do you communicate it to all ?
- how do you get everyone to follow it?

Modeling a Focus

Q: What do our students need to be able to do to succeed on the state tests, in their classes, and in life beyond high school?

A: Read challenging passages and complex nonfiction, write a lot, solve multistep problems, explain their thinking, support their point of view with evidence, etc.

Plan Plan Plan

In order to...

Create a culture of high academic expectations and positive relationships.

What is your message?

Beginning the Process

Support decision making with data systems. Background research and reading. Examination of the data

Align organizational structures and systems to the vision What structures could be used differently? What policies and procedures are in place that are holding students back?

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