



Oklahoma State Department of Education  
Office of C<sup>3</sup> Schools  
Office of School Support/School Improvement

## Understanding and Applying the Daggett System for Effective Instruction (DSEI) February 20, 2013

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Student  
Achievement

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## YOUR TURN TARGET: Student Achievement In your packet Page 1

Q: Is Student Achievement at the center of your school?

Q: Write down 3 pieces of evidence to prove that it is or 3 reasons/obstacles why it is not.

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Instructional Effectiveness  
Student  
Achievement

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Teaching  
Instructional Effectiveness  
Student  
Achievement

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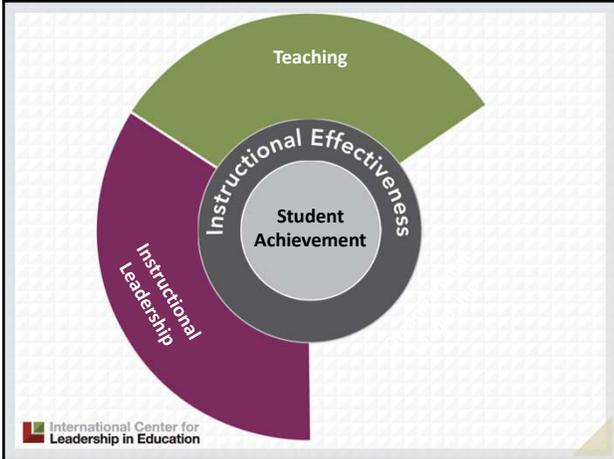
## YOUR TURN Improvement of Teaching In your packet Page 2

Q: What school structures/processes do you currently have in place to assist teachers improve their craft?

Q: What school structures/processes would you like to have in place?

Q: What are the obstacles in the way of deploying the structures/process you want in place?

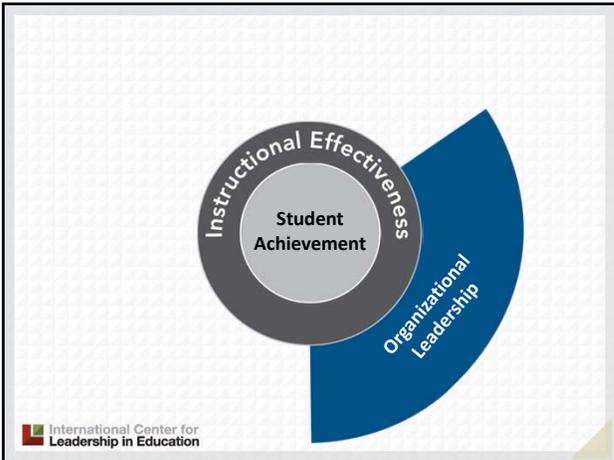
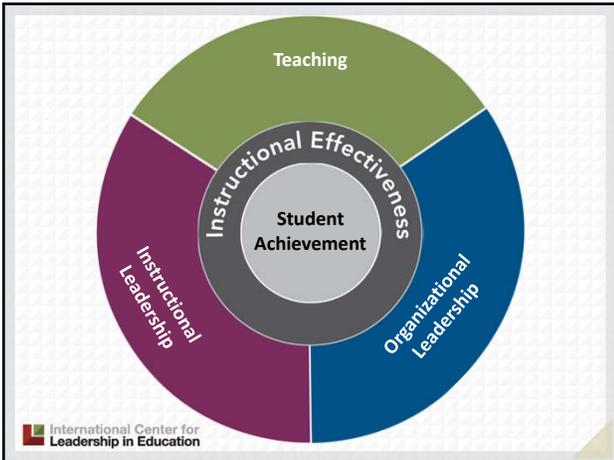
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Instructional Leadership Checklist  
In your packet Page 3

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### DSEI Element: Culture

**Create a culture of high expectations:** The culture must communicate and encompass these areas:

- **Why:** 1. U.S. must innovate and compete  
2. Wired and tech-savvy students  
3. Digital world  
4. Global economy
- **To Whom:** students, staff, and community stakeholders
- **How:** through active and ongoing communications and messaging at staff development events, community forums, and business roundtables

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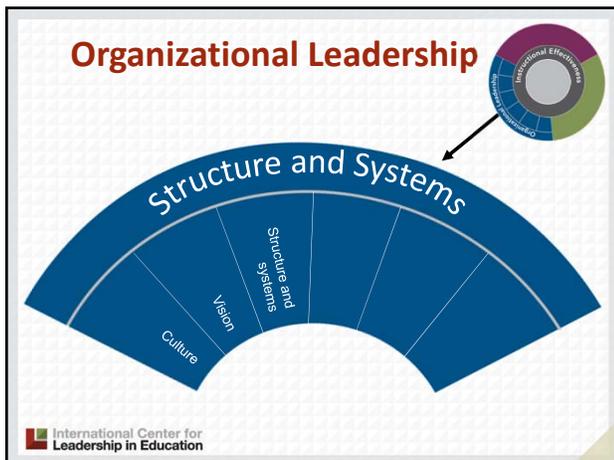


## DSEI Element: Vision

**Vision creation** is **NOT** a top down management process, but rather a **COLLABORATIVE SYSTEM COHESION** activity that creates organizational commitments towards a purpose.

### Establish a shared vision:

- Compliance vs. Collective Commitment
- Describe the vision
- The older I get.....
- Ford Motor Company



## DSEI Element: Structure and Systems

**Align organizational structure and systems:** Once the culture and mission/vision are established, organizational leadership needs to:

- Identify **internal/external barriers** to **instructional effectiveness**. (too many initiatives)
- **enabling conditions** and **support structures** to instructional effectiveness must be in place. (positive school culture – PLC's)
- Southwest Airlines
- Systems Thinking



## DSEI Element: Build Leadership Capacity

**Organizational leadership:** Needs to **enhance existing leaders** and **identify and cultivate the development of emerging, future leaders**. Doing so broadens the leadership capacity of the organization immediately and paves the way for continuous development and growth of new leaders.

GTY Project – Steve Farber

**John Maxwell's Law of the Lid** – The organization/school can only grow to the capacity of its' leadership

## YOUR TURN

### Building Leadership Capacity In your packet Page 4

Q: What leadership capacity building structures do you currently have in place in your organization/school?

Q: What actions are you as a teacher/leader taking to increase your capacity?

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## Organizational Leadership

### Selection, Support, Evaluation

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## DSEI Element: Align Teacher and Administrator selection, support and evaluation

**Align teacher and administrator selection, support, and evaluation:** Organizational leadership's role is to adopt "talent management" systems for recruitment, retention, development, and evaluation that are understood

- Support for instructional effectiveness and student achievement.
- AppliTrack
- Teacher Insight

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## YOUR TURN

### Align Teacher and Administrator selection, support and evaluation In your packet Page 5

Q: What processes are in place in your building to recruit, retain, develop, and evaluate teaching professionals in your building?

Q: Is your current evaluation process for professionals in your building about **compliance** or **collective commitment**? (Please explain your thinking)

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## Organizational Leadership

### Selection, Support, Evaluation

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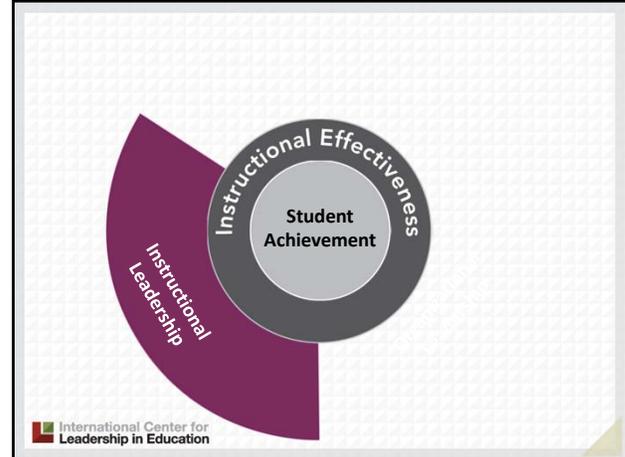
## Organizational Leadership

### Data Systems

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## DSEI Segment: Support Decision Making with Data Systems

- **Support decision making with data systems:** Organizational leadership needs to ensure that a **data system** is **used (usually given)** to **inform and enhance instructional effectiveness**.
- This includes building **“data literacy”** among **all stakeholders** as well as emphasizing the importance of **data-driven decision making**.



## Instructional Leadership

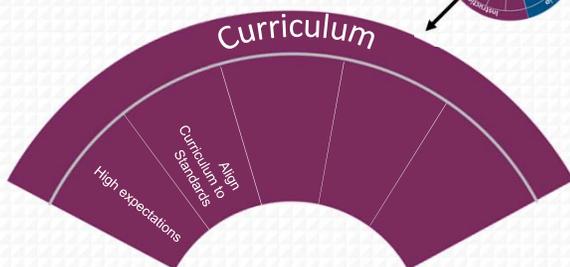


## DSEI Element: Use Research to Establish Urgency for Higher Expectations

**Use research to establish urgency for higher expectations:** The Leader must:

- One of the most critical concerns for schools.
- **Too often people don't know what they don't know.**
- Data is rarely used or misused to establish the urgency for higher expectations. Use data to “build” not “browbeat”.
- School/classroom expectations mismatch
- “Is it I?”
- Push students to and through their frustration level

## Instructional Leadership



## DSEI Element: Align Curriculum to Standards

**Align curriculum to standards:** Instructional leaders need to:

- Prepare teachers for the **new types** of **instruction and formative assessment** that are at the core of CCSS and the related assessments.
- Lesson from the field – Alignment and dissemination is where it most often stops. We spend very little if any time “teaching” the standards for understanding. If we don’t understand the standards, how can we teach to the standards or better yet, how will we know what it looks like when the students have arrived at mastery?

## Instructional Leadership

**Literacy and Math**

High expectations    Curriculum    Literacy and math

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## DSEI Element: Integrate Literacy and Math Across All Content Areas

**Integrate literacy and math across all content areas:**

- Literacy and math are essential for success in college and CAREER. NESS
- The CCSS emphasizes the practical applications of literacy through the assessment of text complexity and nonfiction reading and writing.
- All teachers at all grades and across all subjects need to assume responsibility for this heightened emphasis on broad-based literacy development.
- Similarly, the CCSS focuses on what it calls "Standards of Mathematical Practice," (such as problem solving, reasoning, and proof) and
- "Strands of mathematical proficiency" (including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition).
- Instructional Leadership must ensure the integration and application of literacy and math standards across all curricula.

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## YOUR TURN

### Integrate Literacy and Math Across All Content Areas In your packet Page 6

Q: If I visited your building, what evidence would I see that would prove to me that Literacy and Math are an instructional PRIORITY across ALL subject areas?

Q: If Literacy and Math are not instructional priorities, what steps are necessary to make them instructional priorities?

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## Instructional Leadership

**Data-driven**

High expectations    Curriculum    Literacy and math    Facilitate Data-Driven Decision Making to Inform Instruction

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## DSEI Element: Facilitate Data-Driven Decision Making to Inform Instruction

**Facilitate data-driven decision making to inform instruction:**

- To meet the needs of diverse learners, teachers must use data to measure student growth and to inform and differentiate instruction.
- Achieving this goal will involve both providing teachers with a clearer understanding of student data and applying that understanding to actionable instruction and interventions.
- What happens on a Friday assessment...

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## YOUR TURN

### Facilitate Data-Driven Decision Making to Inform Instruction In your packet Page 7

Q: What consistent data do you use EACH year to inform instruction? (is it the right data?)

Q: What process do you use to analyze the data to inform instruction? (is the process hardwired and effective?)

Q: How do you as the leader provide support, feedback, and follow-up for accountability? (are there too many initiatives?)

Q: Has the process you have used in the past to analyze data to inform instruction been effective? (is there evaluative component to your building processes?)

Please provide statement of evidence for your answer to question 3

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## DSEI Element: Provide Opportunities for Professional Collaboration and Growth

### Provide opportunities for focused professional collaboration and growth:

- The research conducted by John Hattie and others clearly shows the importance of teacher selection and development and of a continuous cycle of evaluation and support.
- "Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are most needed." With an effect factor of .62 (the equivalent of approximately 1.24 years of growth) on Hattie's scale, professional development also clearly is a high-impact — and cost-effective — approach to improving instructional effectiveness for student achievement.

## Side Bar

What are your building's professional development goals/priorities?

How are your professional development opportunities determined?

How do you know that professional development opportunities translate into classroom/instructional improvements?

## John Hattie's work on factors that influence student learning

- Out of the 138 influences he evaluated in his meta-analysis, what is number 1?

## John Hattie's work on factors that influence student learning

- Out of the 138 influences he evaluated in his meta-analysis, what is number 1?
- <http://vimeo.com/41465488>

## John Hattie's Top 10 Influences

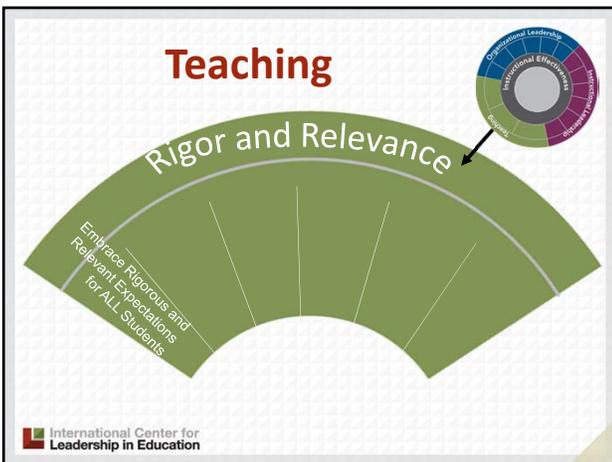
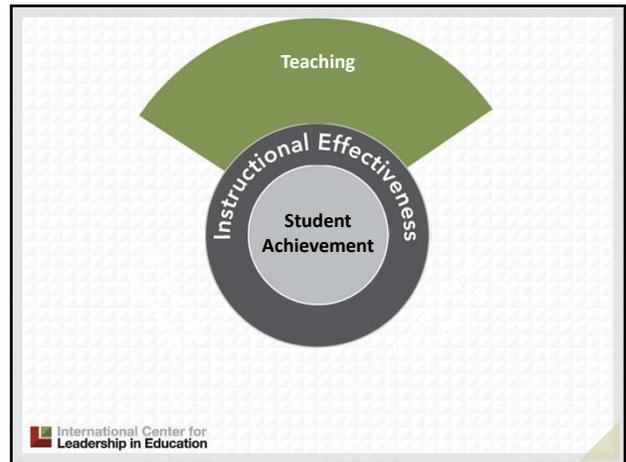
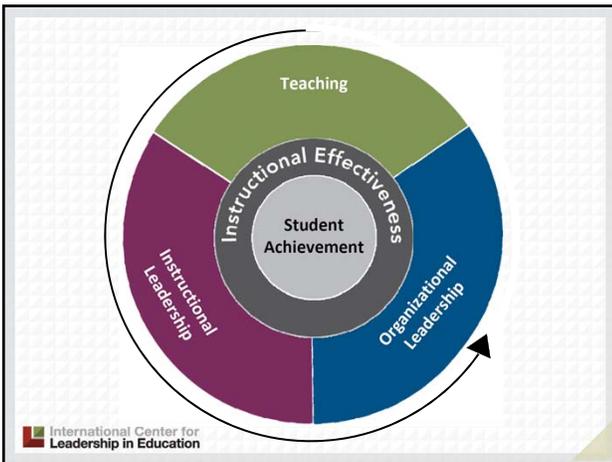
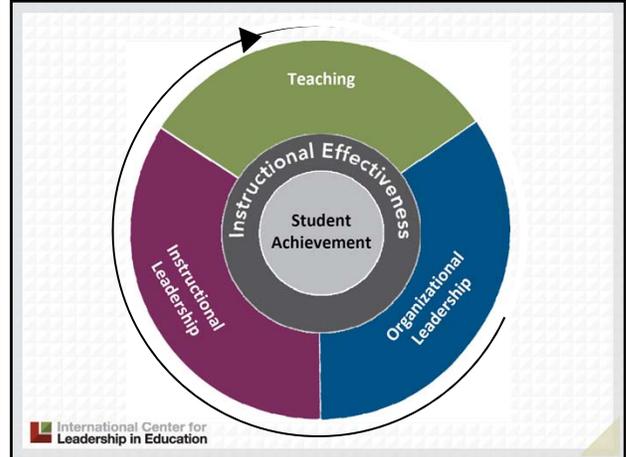
### Rank - Domain - Influence

- 1 Student Self-reported grades (Predicting their own success)
- 2 Student Piagetian programs (When ready learning)
- 3 Teaching Providing formative evaluation (Determine learning status, instructional direction)
- 4 Teacher Micro teaching (Teach, Critique, Re-Teach – instructional improvement)
- 5 School Acceleration (Challenging and expanding student intellectual expectations)
- 6 School Classroom behavioral (procedures, safe and orderly environment - PBIS)
- 7 Teaching Comprehensive interventions for learning disabled students (RTI)
- 8 Teacher Teacher clarity (PB&J)
- 9 Teaching Reciprocal teaching (Teaching students, students teaching students)
- 10 Teaching Feedback (Positive and corrective feedback – builds efficacy and informs the instructional direction)

**Reflection Activity**  
**In your packet Page 8**

Q: Think about organizational leadership and instructional leadership. In what ways are they similar? In what ways are they different?

Q: How does the implementation of CCSS and related assessments bring the role of leadership to the forefront?



**DSEI Element: Embrace Rigorous and Relevant Expectations for ALL Students**

**Embrace Rigorous and Relevant Expectations for All Students:**

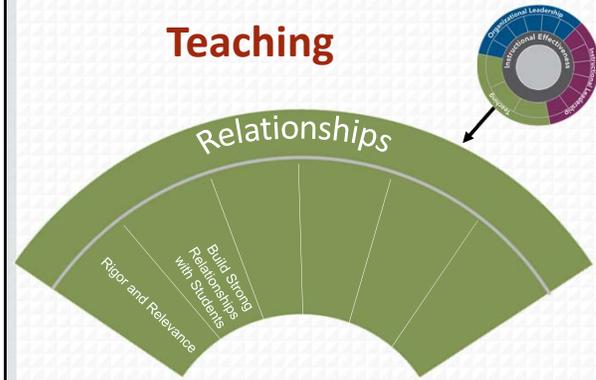
- Embracing rigorous and relevant expectations for ALL students will **enhance instruction and learning**. It will also **engage more students** in the process.
- Relevance makes Rigor Possible**
- Teaching for rigor and relevance differs from traditional teaching in several ways:

<b>Traditional</b>	<b>Rigorous and Relevant</b>
Teaching-focused	Learning-focused
Time-based	Competency-based
Subject-driven	Interdisciplinary
Routine	Varied
High expectations for knowledge acquisition	High expectations for application of knowledge

## Side Bar

Would you say your building is more about traditional teaching or teaching for Rigor and Relevance?

## Teaching



## DSEI Element: Build Strong Relationships with Students

**Build Strong Relationships with Students:** Great teachers teach students. Other teachers teach subjects.

Teachers can most effectively reach students when they know them well as individuals and develop trusting relationships with them.

Teaching and learning are not the same process. There is no guarantee that teaching will cause learning to occur. Too often, students come to school and watch their teachers work. Learning should be an active process.

Don't confuse obedience with motivation. What is relevant to one child is not necessarily relevant to the next child. So...

*"Teachers who take the time to know their students are better able to determine the best methods for capturing their attention, be it subtly weaving in references to hobbies or interests to illustrate the usefulness of a skill or simply stating how the material is applied to the real world."*

Raymond J. McNulty

**You have to know your "who."**

## DSEI Element: Build Strong Relationships with Students

Comparison	Management-based Teaching	Relationship-based Teaching
Rules	Mandated	Negotiated
Power	Without question	Authority with respect
Indicators	Students are passive and quiet	Students are actively engaged
Risk-taking	Discouraged	Encouraged
Control Mechanisms	Negative feedback/punishment	Positive reinforcement/reward
Teacher Role	Disseminate knowledge	Guide learning and give encouragement

## Side Bar

Are you a management-based teacher or relationship-based teacher?

## DSEI Element: Build Strong Relationships with Students – Levels of Relationships

**Level 0—Isolated.** Students feel significant isolation from teachers, peers, or even parents. Students lack any emotional or social connection to peers or teachers

**Level 1—Known.** Students are known by others and are frequently called by name. Teachers know students and their families, interests, aspirations, and challenges. Students are known by peers with whom they interact in school.

**Level 2—Receptive.** Students have contact with peers, parents, and teachers in multiple settings. Teachers exhibit positive behaviors of "being there" that show genuine interest and concern.

**Level 3—Reactive.** Teachers, parents, and peers provide help to students when requested, but support may be sporadic and inconsistent among support groups.

**Level 4—Proactive.** Others take an active interest in a student's success. Teachers take initiative to show interest and provide support. Students and others express verbal commitment for ongoing support and validate this commitment with their actions.

**Level 5—Sustained.** There is extensive, ongoing, pervasive, and balanced support from teachers, parents, and peers that is consistent and sustained over time.

**Level 6—Mutually Beneficial.** Positive relationships are everywhere and commonplace in the way that students, teachers, and parents interact and support the student as learner.

**YOUR TURN**  
**Build Strong Relationships with Students**  
**In your packet Page 9**

Q: In what ways does your building develop, strengthen and nurture student relationships?

Q: In what ways does your building develop, strengthen and nurture staff relationships?

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**Teaching**

**Content**

Possess Depth of Content Knowledge and Make it Relevant to Students

Relationships

Rigor and Relevance

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**DSEI Element: Possess Depth of Content Knowledge and Make it Relevant to Students**

**Possess Depth of Knowledge and Make it Relevant to Students:** Solid academic preparation, as well as comprehensive and up-to-date knowledge of subject matter, is essential for teachers, **BUT IT IS NOT SUFFICIENT.**

There is, however, another aspect of effective instruction: teaching students to **apply** that knowledge so they understand how it is used in the world beyond school.

The ability to apply knowledge is as essential as acquiring the knowledge itself.

The direction that assessment and accountability are taking in the form of the **Next Generation Assessments** also reinforces application of knowledge, both **within** a discipline and **across** disciplines. Life is not one-dimensional

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**YOUR TURN**

**Possess Depth of Content Knowledge and Make it Relevant to Students**  
**In your packet Page 10**

Q: How often do teachers in your building provide relevant instruction for students?

Q: How often do students apply their newly acquired knowledge and skills to relevant tasks?

Q: Write an example of a relevant application task for each of the four core content areas.

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**Teaching**

**How Students Learn**

Facilitate Rigorous and Relevant Instruction Based on How Students Learn

Relationships

Rigor and Relevance

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**DSEI Element: Facilitate Rigorous and Relevant Instruction Based on How Students Learn**

**Facilitate Rigorous and Relevant Instruction Based on How Students Learn:**

**Is it this simple? Teachers teach and students learn?**

Research informs us that millions of hard-working, dedicated teachers across this country teach, but **some students don't learn from that teaching** and cannot **demonstrate** their learning.

Why do some students learn while others struggle?

The answer may be that the teaching style of some teachers is **"out-of-sync"** with how many **students learn.**

**Every teacher** needs a thorough understanding of pedagogy and a versatile and comprehensive repertoire of **instructional strategies** to draw from in planning and providing instruction so she or he **can better match teaching approaches to how students learn.**

**Differentiated** professional development for your staff may be the key to future success in aligning teaching strategies to the way students learn.

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## YOUR TURN

### Facilitate Rigorous and Relevant Instruction Based on How Students Learn In your packet Page 11

Q: How do you determine your students' learning styles?

Q: What evidence do you have that teachers align how they teach to how their students learn?

Q: How do you know you are providing a Rigorous and Relevant instructional program for each student?

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## Teaching

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## DSEI Element: Demonstrate the Use of Instructional Strategies, Technology and Best Practices

**Demonstrate the Use of Instructional Strategies, Technology and Best Practices:**

Research in neuroscience as well as in education **reinforces the importance** of using **application-based instruction** as a means of raising student achievement.

The more that teachers can **create experiences** that use sight, sound, movement, and manipulations, for example, the **more learning** that will occur.

Learning that involves a physical component, such as **writing or design and construction**, results in **greater brain activity** than simply listening or viewing.

**Effective** schools **learn** from and share with **each other** best practices that have shown evidence of success (communication and school structures are key).

**Benchmark** schools and districts are used to **identify gaps** in the teaching and learning process as well as identifying missing or absent programs and services that may assist improving student performance.

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## YOUR TURN

### Demonstrate the Use of Instructional Strategies, Technology and Best Practices In your packet Page 12

Q: About what percentage of time do you spend on “textbook-driven” instruction?

Q: How often do your lesson plans incorporate the use of technology tools for learning?

Q: How do you and your colleagues identify and evaluate best practices in teaching and learning?

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## Teaching

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## DSEI Element: Use Assessment to Guide and Differentiate Instruction

**Use Assessment to Guide and Differentiate Instruction:**

Do you use data to guide instruction?

Are there structures in place to facilitate teacher conversations about data?

Have you identified the right data to inform instruction?

Are the administrators involved in the assessment conversations?

Are you data rich and information poor?

Is the process you are currently using getting you the results you want?

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**YOUR TURN**  
**Use Assessments to Guide and Differentiate Instruction**  
**In your packet Page 13**

Q: How often do you administer common formative assessments to guide and differentiate instruction?  
 Q: How do you use the results of the common formative assessments?  
 Q: How do you evaluate the effectiveness of the common formative and summative assessments you administer?  
 Q: Do your common formative and summative assessments become more predictive each year?

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**Transformational/Quad D Leadership Framework**

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**Top-down support for bottom-up success**

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**Quadrant D Leadership Framework**

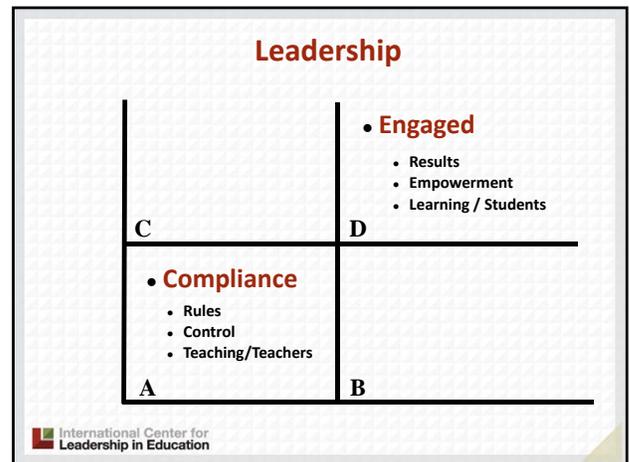
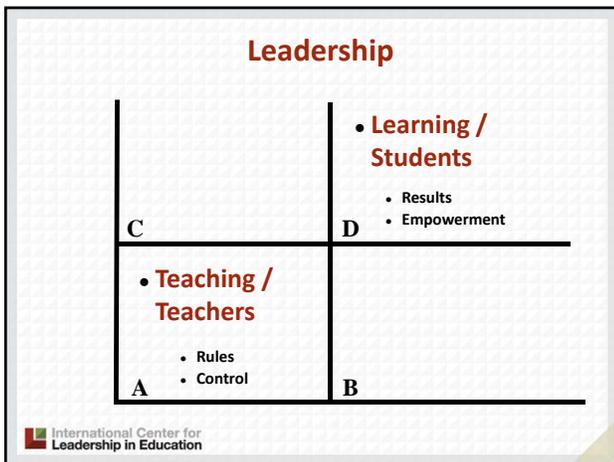
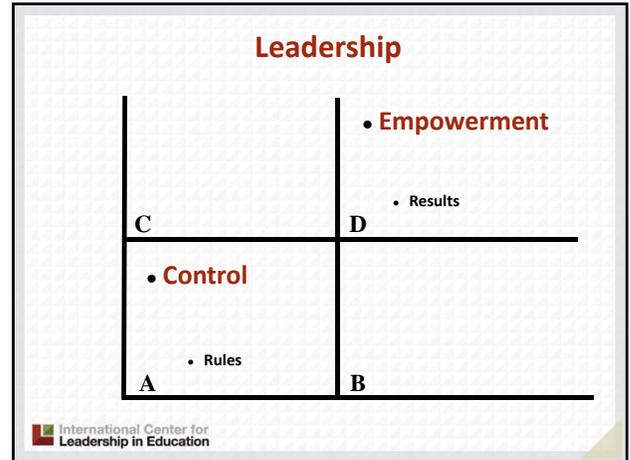
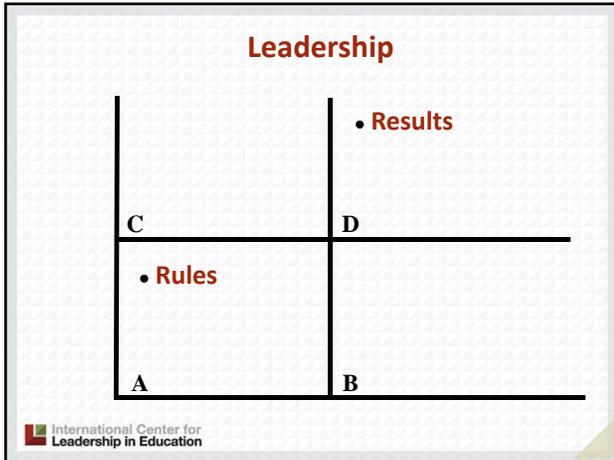
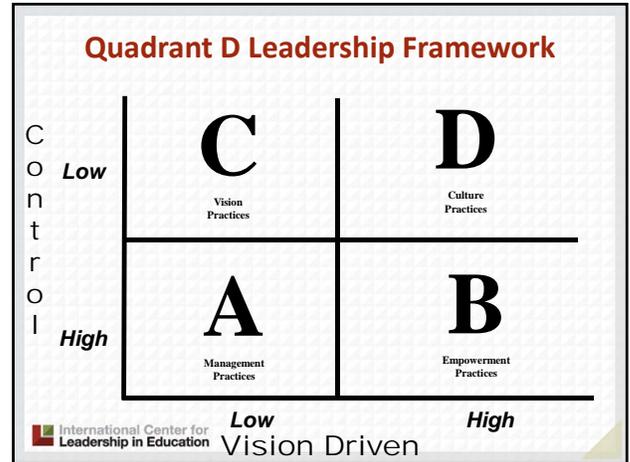
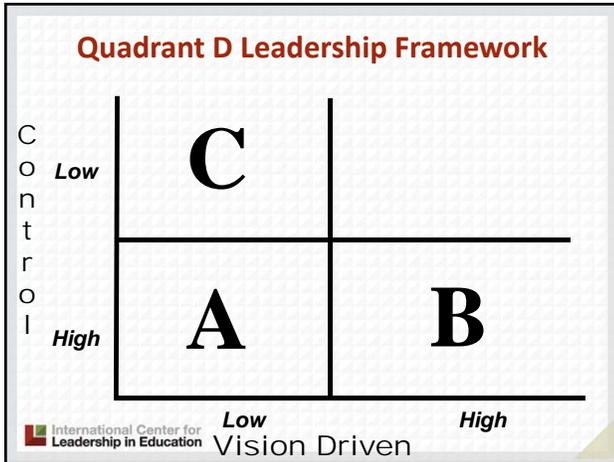
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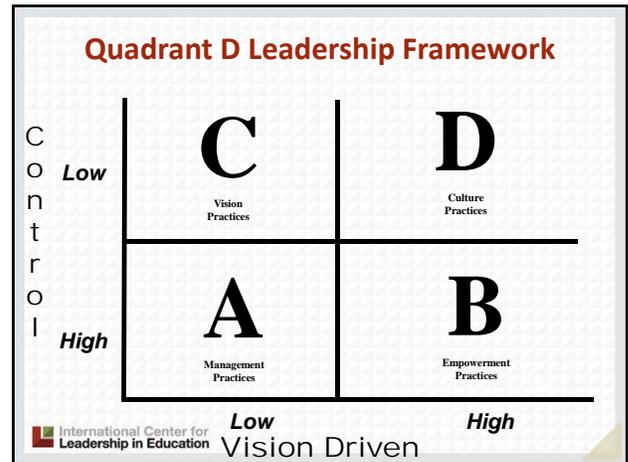
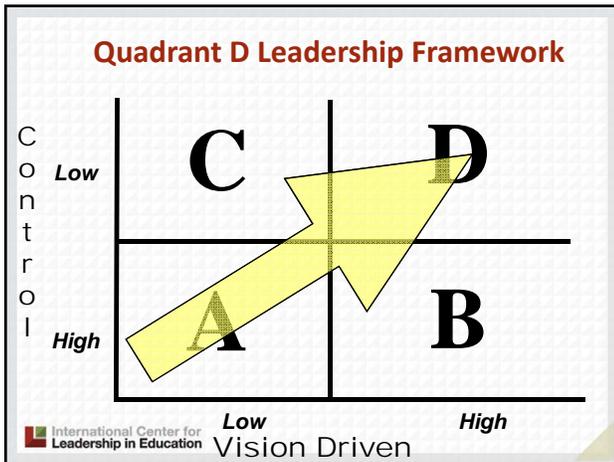
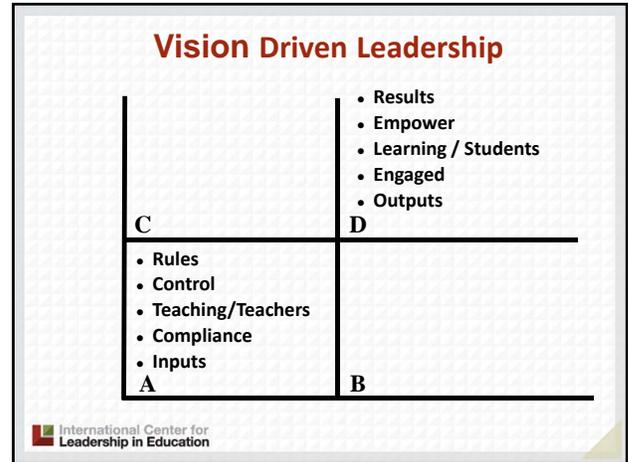
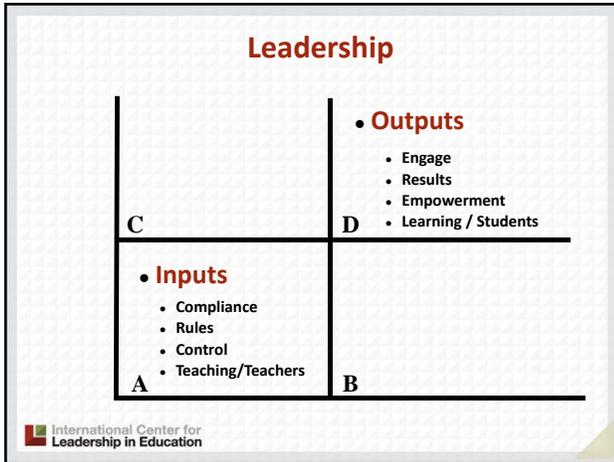
**Quadrant D Leadership Framework**

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**Quadrant D Leadership Framework**

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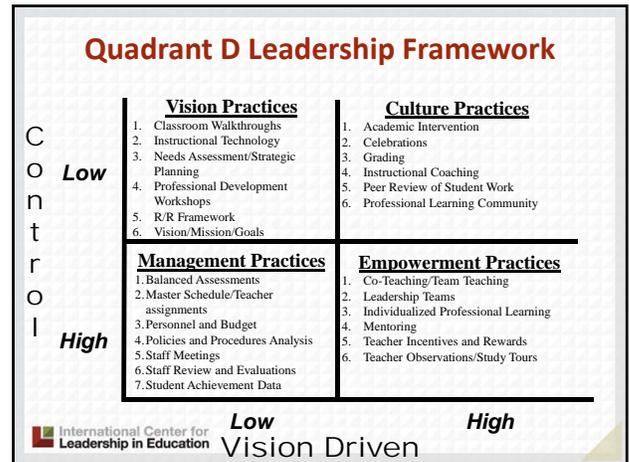
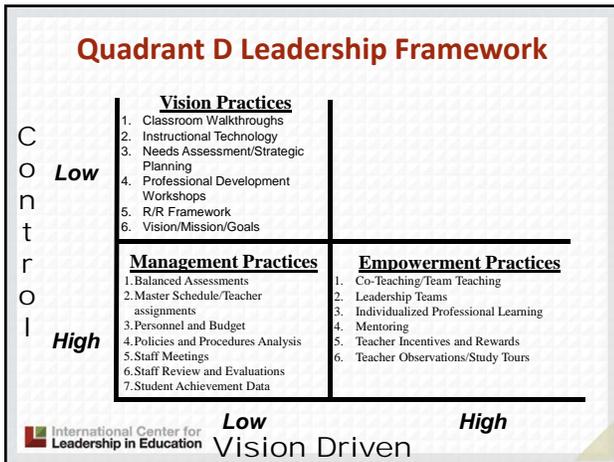
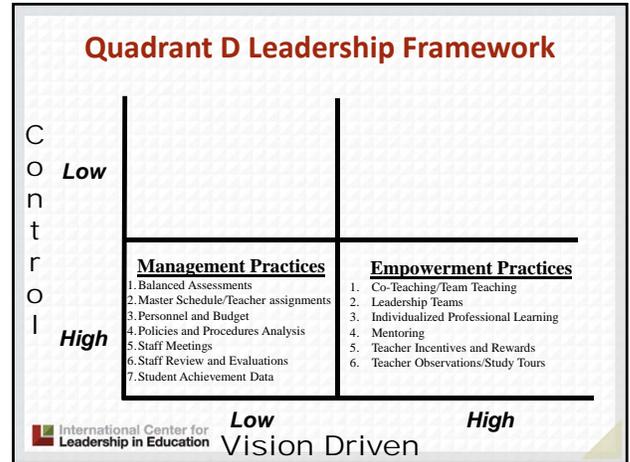
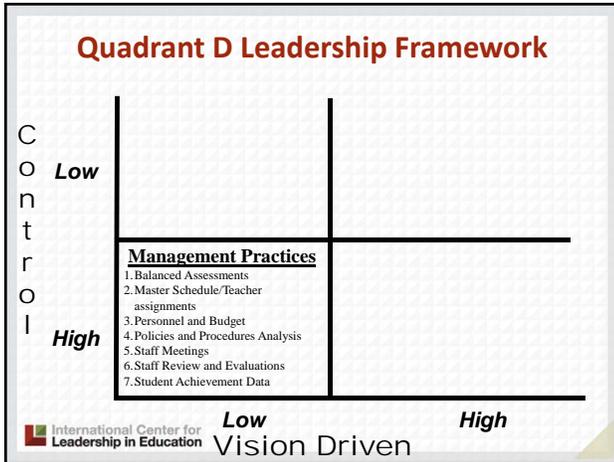
- ### Top 25 Quadrant Instructional Leadership Practices
- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Academic intervention</li> <li>• Balanced assessments</li> <li>• Celebrations</li> <li>• Classroom walk-throughs</li> <li>• Co-teaching/team teaching</li> <li>• Grading</li> <li>• Individualized professional learning</li> <li>• Instructional coaching</li> <li>• Instructional technology</li> <li>• Leadership teams</li> <li>• Mentoring</li> <li>• Needs assessment/strategic planning</li> <li>• Peer review of student work</li> </ul> | <ul style="list-style-type: none"> <li>• Personnel and budgets</li> <li>• Policies and procedures</li> <li>• Professional development workshops</li> <li>• Professional learning community</li> <li>• Rigor/Relevance Framework</li> <li>• Master schedule/teacher assignments</li> <li>• Staff Meetings</li> <li>• Staff reviews and evaluations</li> <li>• Student achievement data analysis</li> <li>• Teacher incentives and rewards</li> <li>• Teacher observations/study tours</li> <li>• Vision/mission/goals</li> </ul> |
|---|---|
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### Let's Take a Look at the Instructional Leadership Practices by Quadrant

In your packet Pages 14-15

Complete page 14 with the Leadership Practices on page 15

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## Instructional Leadership Practices

In your packet Page 16

Q: About what percentage of time do you spend on the activities by Quadrant?

Q: What action steps will you take to provide more Instructional Leadership in Quadrant "D" to Empower the organization?

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## Next Steps

Using the responses to your reflections and questions from today, take the DSEI document and identify where you would rate the level of implementation for your building in each Element and Criteria and write an action plan for your school focusing on 1 Organizational, 3 Instructional, and 1 Teaching Element.

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**Thank You**



**The Future of Education**

...a radical shift is about to begin

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