Raise the Grade Symposium

Bill Daggett, Founder and Chairman
September 12-13, 2012
Growing Gap

Changing World

School Improvement

Readiness
Who Lead the Charge

1983
Who Lead the Charge

1983
NCLB
Who Lead the Charge

1983
NCLB
CCSS
Increase the Pressure

1983
Increase the Pressure

1983
NCLB
Increase the Pressure

1983
NCLB
CCSS
Challenges

1. Common Core State Standards
1. Common Core State Standards
2. Next Generation Assessment
Challenges

1. Common Core State Standards
2. Next Generation Assessment
3. Teacher Evaluation
Challenges

1. Common Core State Standards
2. Next Generation Assessment
3. Teacher Evaluation
4. Instruction
A Look to the Future

Will Require a Comprehensive Solution
Agenda

1. RESEARCH
2. MODEL SCHOOLS
3. STRUCTURE
4. BEST PRACTICES
Agenda

- Research
- Model Schools
- Structure
- Action Plan
- Best Practices
Agenda

- Research
- Model Schools
- Best Practices
- Structure
- Action Plan
Agenda

RESEARCH
Focus

• What is effective?
Research on Effectiveness

1. Data-rich, analysis-poor
   - Meta-analysis
Research on Effectiveness

1. Data-rich, analysis-poor
   - Meta-analysis

2. Visible Learning by John Hattie
   - 52,637
   - 800 meta-analyses
Focus

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

High Cost

Low Cost
Effectiveness and Efficiency Framework

High Student Performance

High Cost

Low Cost

Low Student Performance
Effectiveness and Efficiency Framework

High Cost  |

High Student Performance  |

Efficiency

C  |

Low Student Performance  |

Low Cost  |

A  |

B  |

D
Student Teacher Relationship

Effective

Efficient

0.72

0.90
Application of Knowledge

Effective

Efficient

0.65

0.80
Professional Development

Effective

Efficient

0.62

0.75
Teacher Expectations and Clarity

Effective

Efficient

0.75

0.90
Plan Instruction based on how Students Learn

Effective

Efficient

1.28

0.70
Assessment to Inform and Differentiate Instruction

Effective

Efficient

0.65

0.80
Literacy Strategies

Effective: 0.61

Efficient: 0.65
Peer Tutoring

Effective

0.65

Efficient

0.75
What is less effective and efficient
Class Size

Effective

Efficient

0.21

0.20
Summer School

Effective

Efficient

0.23

0.20
Agenda
Agenda

RESEARCH → MODEL SCHOOLS
Growing Gap

- Changing World
- School Improvement
- Readiness

International Center for Leadership in Education
Growing Gap

Changing World

School Improvement
Growing Gap

Changing World

School Improvement

International Center for Leadership in Education
Growing Gap

School Improvement

Changing World
No Formula
Agenda

RESEARCH → MODEL SCHOOLS → STRUCTURE
RESEARCH \rightarrow MODEL SCHOOLS \rightarrow STRUCTURE

BEST PRACTICES
Doctor

Pilot
Instructional Effectiveness

Student Achievement

Teaching
Instructional Leadership

High Expectations

High expectations
Discussion Question

- Does an adequate culture of high expectations exist in your school(s)?
- What actions, if any, need to be taken to raise the expectations for students in your school(s)?
Challenges

1. Standards will be higher
Reading Study Summary

Interquartile Ranges Shown (25% - 75%)

Text Lexile Measure (L)

<table>
<thead>
<tr>
<th>Category</th>
<th>Lexile Measure</th>
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<tbody>
<tr>
<td>High School Literature</td>
<td>750</td>
</tr>
<tr>
<td>College Literature</td>
<td>1000</td>
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<tr>
<td>High School Textbooks</td>
<td>800</td>
</tr>
<tr>
<td>College Textbooks</td>
<td>1200</td>
</tr>
<tr>
<td>Military</td>
<td>500</td>
</tr>
<tr>
<td>Personal Use</td>
<td>600</td>
</tr>
<tr>
<td>Entry-Level Occupations</td>
<td>1400</td>
</tr>
<tr>
<td>SAT 1, ACT, AP*</td>
<td>800</td>
</tr>
</tbody>
</table>

* Source of National Test Data: MetaMetrics
• Entry-level
  – Highest in 6/16
  – Second Highest in 7/16
• Consistent Across Country
<table>
<thead>
<tr>
<th>Level</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Lexile Reading Level Range: 850-930</td>
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<tr>
<td>Intermediate</td>
<td>Lexile Reading Level Range: 940-1090</td>
</tr>
<tr>
<td>Entry Level</td>
<td>Lexile Reading Level Range: 1000-1140</td>
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</tbody>
</table>
**Construction**

<table>
<thead>
<tr>
<th>Level</th>
<th>Lexile Reading Level Range</th>
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</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>1310-1390</td>
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<tr>
<td>Intermediate</td>
<td>1250-1340</td>
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<tr>
<td>Entry Level</td>
<td>1310-1350</td>
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</table>
Manufacturing

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>Advanced</td>
<td>1310-1440</td>
</tr>
<tr>
<td>Intermediate</td>
<td>1280-1310</td>
</tr>
<tr>
<td>Entry Level</td>
<td>1280-1330</td>
</tr>
</tbody>
</table>
## 2005 Proficiency Grade 4 Reading

<table>
<thead>
<tr>
<th>State</th>
<th>Proficient</th>
<th>Required NAEP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mississippi</td>
<td>88 %</td>
<td></td>
</tr>
<tr>
<td>Georgia</td>
<td>87 %</td>
<td></td>
</tr>
<tr>
<td>Wisconsin</td>
<td>83 %</td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td>81 %</td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td>77 %</td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>52 %</td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td>48 %</td>
<td></td>
</tr>
</tbody>
</table>
# 2005 Proficiency Grade 4 Reading

<table>
<thead>
<tr>
<th>State</th>
<th>Proficient</th>
<th>Required NAEP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mississippi</td>
<td>88 %</td>
<td>161</td>
</tr>
<tr>
<td>Georgia</td>
<td>87 %</td>
<td>175</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>82 %</td>
<td>189</td>
</tr>
<tr>
<td>Texas</td>
<td>81 %</td>
<td>190</td>
</tr>
<tr>
<td>Ohio</td>
<td>77 %</td>
<td>199</td>
</tr>
<tr>
<td>Florida</td>
<td>71%</td>
<td>202</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>52 %</td>
<td>182</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>48 %</td>
<td>234</td>
</tr>
</tbody>
</table>
## 2009 Proficiency

**Grade 4 Reading**

<table>
<thead>
<tr>
<th>State</th>
<th>Proficient</th>
<th>Required NAEP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>87 %</td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td>84 %</td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td>82 %</td>
<td></td>
</tr>
<tr>
<td>Wisconsin</td>
<td>82 %</td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>74 %</td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>62 %</td>
<td></td>
</tr>
<tr>
<td>Massachusetts</td>
<td>54 %</td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td>52 %</td>
<td></td>
</tr>
</tbody>
</table>
## 2009 Proficiency Grade 4 Reading

<table>
<thead>
<tr>
<th>State</th>
<th>Proficient</th>
<th>Required NAEP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>87%</td>
<td>178</td>
</tr>
<tr>
<td>Texas</td>
<td>84%</td>
<td>188</td>
</tr>
<tr>
<td>Ohio</td>
<td>82%</td>
<td>192</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>82%</td>
<td>189</td>
</tr>
<tr>
<td>Florida</td>
<td>74%</td>
<td>206</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>62%</td>
<td>211</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>54%</td>
<td>234</td>
</tr>
<tr>
<td>Mississippi</td>
<td>52%</td>
<td>210</td>
</tr>
</tbody>
</table>
# 2009 Proficiency Grade 4 Reading

<table>
<thead>
<tr>
<th>State</th>
<th>Proficient</th>
<th>Required NAEP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>87 % (0)</td>
<td>178 (+3)</td>
</tr>
<tr>
<td>Texas</td>
<td>84 % (+3)</td>
<td>188 (-2)</td>
</tr>
<tr>
<td>Ohio</td>
<td>82 % (+5)</td>
<td>192 (-7)</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>82 % (-1)</td>
<td>189 (0)</td>
</tr>
<tr>
<td>Florida</td>
<td>74% (+3)</td>
<td>206 (+4)</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>62 % (+10)</td>
<td>211 (+29)</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>54 % (+6)</td>
<td>234 (0)</td>
</tr>
<tr>
<td>Mississippi</td>
<td>52 % (-36)</td>
<td>210 (+49)</td>
</tr>
</tbody>
</table>
## 2009 Proficiency Grade 8 Reading

<table>
<thead>
<tr>
<th>State</th>
<th>Proficient %</th>
<th>Required NAEP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>94 % (+11)</td>
<td>201 (-24)</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>85 % (-1)</td>
<td>232 (+3)</td>
</tr>
<tr>
<td>Georgia</td>
<td>77 % (-6)</td>
<td>209 (-15)</td>
</tr>
<tr>
<td>Ohio</td>
<td>72 % (-8)</td>
<td>251 (+10)</td>
</tr>
<tr>
<td>Arkansas</td>
<td>71 % (+14)</td>
<td>241 (-13)</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>66 % (-5)</td>
<td>249 (+5)</td>
</tr>
<tr>
<td>Mississippi</td>
<td>48 % (-10)</td>
<td>254 (+7)</td>
</tr>
<tr>
<td>California</td>
<td>48 % (+9)</td>
<td>259 (-3)</td>
</tr>
</tbody>
</table>
## 2009 Proficiency Grade 4 Mathematics

<table>
<thead>
<tr>
<th>State</th>
<th>Proficient</th>
<th>Required NAEP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>85 % (+3)</td>
<td>214 (-5)</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>81 % (+7)</td>
<td>219 (16)</td>
</tr>
<tr>
<td>Mississippi</td>
<td>58 % (-21)</td>
<td>223 (+17)</td>
</tr>
<tr>
<td>Georgia</td>
<td>75 % (0)</td>
<td>218 (+3)</td>
</tr>
<tr>
<td>Ohio</td>
<td>78 % (+13)</td>
<td>219 (-14)</td>
</tr>
<tr>
<td>Florida</td>
<td>75 % (+12)</td>
<td>225 (-5)</td>
</tr>
<tr>
<td>Arkansas</td>
<td>78 % (+25)</td>
<td>216 (-20)</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>66 % (-8)</td>
<td>228 (+10)</td>
</tr>
</tbody>
</table>
# 2009 Proficiency Grade 8 Mathematics

<table>
<thead>
<tr>
<th>State</th>
<th>Proficient</th>
<th>Required NAEP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>83 % (+22)</td>
<td>254 (-19)</td>
</tr>
<tr>
<td>Illinois</td>
<td>82 % (+28)</td>
<td>251 (-15)</td>
</tr>
<tr>
<td>New York</td>
<td>80 % (+24)</td>
<td>249 (-26)</td>
</tr>
<tr>
<td>Florida</td>
<td>66 % (+8)</td>
<td>266 (-3)</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>59 % (-8)</td>
<td>269 (+11)</td>
</tr>
<tr>
<td>Mississippi</td>
<td>54 % (+1)</td>
<td>264 (+2)</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>49 % (+7)</td>
<td>300 (-1)</td>
</tr>
<tr>
<td>Missouri</td>
<td>47 % (+32)</td>
<td>287 (-24)</td>
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</tbody>
</table>
National Essential Skills Study (NESS)
### NESS Study
#### Subgroup Rankings

**ELA Skill:** Write clear and concise directions or procedures.

<table>
<thead>
<tr>
<th>Group</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>9</td>
</tr>
<tr>
<td>Business/Industry</td>
<td>2</td>
</tr>
<tr>
<td>Other Non-educators</td>
<td>10</td>
</tr>
<tr>
<td>English Language Arts Teachers</td>
<td>25</td>
</tr>
<tr>
<td>Other Educators</td>
<td>8</td>
</tr>
</tbody>
</table>
NESS Study
Subgroup Rankings

ELA Skill: *Give clear and concise oral directions.*

<table>
<thead>
<tr>
<th>Group</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>7</td>
</tr>
<tr>
<td>Business/Industry</td>
<td>3</td>
</tr>
<tr>
<td>Other Non-educators</td>
<td>9</td>
</tr>
<tr>
<td>English Language Arts Teachers</td>
<td>28</td>
</tr>
<tr>
<td>Other Educators</td>
<td>7</td>
</tr>
</tbody>
</table>
## NESS Study Subgroup Rankings

**Math Skill:** *Apply the Pythagorean Theorem to right triangles.*

<table>
<thead>
<tr>
<th>Group</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>20</td>
</tr>
<tr>
<td>Business/Industry</td>
<td>29</td>
</tr>
<tr>
<td>Other Non-educators</td>
<td>31</td>
</tr>
<tr>
<td>Mathematics Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Other Educators</td>
<td>24</td>
</tr>
</tbody>
</table>
NESS Study
Subgroup Rankings

Math Skill: Understand accuracy and precision of measurement, round off numbers according to the correct number of significant figures, and determine percent error.

<table>
<thead>
<tr>
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<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>12</td>
</tr>
<tr>
<td>Business/Industry</td>
<td>3</td>
</tr>
<tr>
<td>Other Non-educators</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics Teachers</td>
<td>30</td>
</tr>
<tr>
<td>Other Educators</td>
<td>8</td>
</tr>
</tbody>
</table>
Completion Rates

- 4 year bachelor’s within 8 years - 60.6%
- 2 year associate within 4 years – 18.8%
- 1 year certificate within 2 years – 27.8%

Source - USDOE
# College Tuition (2010-11 dollars)

<table>
<thead>
<tr>
<th>Year</th>
<th>Public Institutions</th>
<th>Private Institutions</th>
</tr>
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<tbody>
<tr>
<td>1980-81</td>
<td>$5,881</td>
<td>$13,555</td>
</tr>
<tr>
<td>1990-91</td>
<td>7,625</td>
<td>20,693</td>
</tr>
<tr>
<td>2000-01</td>
<td>9,300</td>
<td>26,197</td>
</tr>
<tr>
<td>2010-11</td>
<td>13,314</td>
<td>33,471</td>
</tr>
</tbody>
</table>
A four year degree isn’t necessarily a way to get a good job but it’s a requirement to get an interview for a good job.
What you major in matters a lot
Available Resources

• Power Point
• White Papers
• Research Project (Lexile and Quantile)
Discussion Question

- Does an adequate culture of high expectations exist in your school(s)?
- What actions, if any, need to be taken to raise the expectations for students in your school(s)?
Organizational Leadership
Discussion Question

• Does your school(s) support maintaining the 20\textsuperscript{th} Century System or creating a 21\textsuperscript{st} Century System?
• What actions, if any, need to be taken to create a culture to support change?
A Look to the Future

Information is Everywhere...
Semantic Web

• Analyze Documents
  o Keywords and Headers (Google)
• Meaning / Concepts
  o Wolfram Alpha
• Complete Task
Integrate $x^2 \sin^3 x \, dx$
Implications

- Homework
Implications

• Homework
• Term Paper
SPOT

- Integrated Projection
- Projection Keyboard
Projection Keyboard
Projection Keyboard and Monitor
Technology should work for you—to be there when you need it and get out of your way when you don’t.

Google X started Project Glass to build this kind of technology, one that helps you explore and share your world, putting you back in the moment.
Download any movie, website, or piece of information into your glasses or contact lenses
In the Near Future...

- Students will be able to surf the Internet via their contact lenses.

- How will you deal with this in your schools?
Today’s students live in a hyper-connected world, except in school
OR
are they also connected in school but we just don’t know it?
Information is everywhere. In this changing world, sense-making and the ability to evaluate the credibility of information are paramount.
Growing Gap

- Changing World
- School Improvement
Growing Gap

- School Improvement
- Changing World
Growing Gap

School Improvement

Changing World
No Formula
Student Achievement
Instructional Effectiveness

Student Achievement
Instructional Effectiveness

Student Achievement

Teaching
Instructional Leadership

Instructional Effectiveness

Student Achievement

Teaching
Instructional Leadership

High Expectations

High expectations

International Center for Leadership in Education
Reading Study Summary

Interquartile Ranges Shown (25% - 75%)

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High School Literature
High School Textbooks
College Textbooks
Military
Personal Use
Entry-Level Occupations
SAT 1, ACT, AP*

* Source of National Test Data: MetaMetrics
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Instructional Leadership

High Expectations

High expectations
Organizational Leadership

Culture

International Center for Leadership in Education
Discussion Question

• Does your school(s) support maintaining the 20\textsuperscript{th} Century System OR creating a 21\textsuperscript{st} Century System?
• What actions, if any, need to be taken to create a culture to support change?
The Third Great Revolution

- Agricultural
- Industrial
- Information
Technology should work for you—to be there when you need it and get out of your way when you don’t.

Google X started Project Glass to build this kind of technology, one that helps you explore and share your world, putting you back in the moment.
2012 and growing at 40% per year

- Every minute YouTube stores 24 hours of new video
- Twitter replays 155 million tweets a day
- Facebook has 50 billion photos stored in its records
Google and Facebook are worth more than $300 billion. They could buy every newspaper, TV and radio station in the world.
Google and Facebook are worth more than $300 billion. They could buy every newspaper, TV and radio station in the world. WHERE DID THE OTHERS GO WRONG?
WHERE DID THE OTHERS GO WRONG?
Ruth Fresmon, The New York Times
"Holy great mother of God, I've been cloned!"
The Changing Landscape

- Technology
- Financial
Federal Obligations

- $534,000 per household
- More than 5 times
  - Mortgages
  - Car Loans
  - College Loans
  - Credit Cards
Federal Obligations

- Medicare 24.8T
- Social Security 21.4T
- Debt 9.4T
- Retirements 5.6T
- Other 0.4T

TOTAL 61.6T
Borrowing 41% of every dollar it is spending.
Student loan debt is nearly $1 Trillion – higher than the total of all credit debt

Source - USDOE
When you lose control of your finances you lose control of your future
The Changing Landscape

- Technology
- Financial
- Globalization
Shenzhen

1980 - Fishing Village

2012 -
Port of Shenzen

1 / Second
24 / 7

Source: Atlantic Monthly
Walmart

- Largest corporation
- 8 times the size of Microsoft
- 2% of GDP
- 1.4 million employees
- More employees than:
  - GM, Ford, GE, and IBM combined
• “China today exports in a single day more than it exported in all of 1978.”
U.S. – 2nd Half of 20th Century

- Only Superpower
- Highest per Capita Income
- 1st in Economic Growth
- 5% of Population Greater than 24% of Consumption

Source: National Academy of Science
# Chinese Science

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>6 Years Integrated Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology / Chemistry</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Biology / Physics</td>
<td>Grade 8</td>
</tr>
<tr>
<td>Physics / Chemistry</td>
<td>Grade 9</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>Grades 10 - 12</td>
</tr>
</tbody>
</table>

*Source: Ed Week 06/06/07*
## PISA 2009

### Overall Reading Scale

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shanghai-China</td>
<td>556</td>
</tr>
<tr>
<td>2</td>
<td>Korea</td>
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- **Significantly Above OECD Average**
- **Not Significantly Different (OECD Average 493)**
- **Significantly below OECD Average**
# PISA 2009

## Overall Math Scale

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- **Significantly Above OECD Average**
- **Not Significantly Different (OECD Average 496)**
- **Significantly below OECD Average**
### PISA 2009

#### Overall Science Scale

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*Significantly Above OECD Average (OECD Average 501)*

*Not Significantly Different*
Innovation will wane do to...

- Military budget cuts reduce R/D
- NASA budget cuts dramatically reduced R/D
- Business hurting so little invested in R/D
The Changing Landscape

- Technology
- Financial
- Globalization
- Demographics
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Baby Boomers Impact

- 1950’s
  strollers, station wagons, washing machines, clothes
Baby Boomers Impact

- 1950’s
- 1970’s
  - spent, borrowed, lead to increased interest rates and inflation
Baby Boomers Impact

- 1950’s
- 1970’s
  - Spent and borrowed, which lead to increased interest rates and inflation
  - but unemployment went up
Baby Boomers Impact

- 1950’s
- 1970’s
- 1990’s

  Lead innovation, creativity and economic growth
Baby Boomers Impact

- 1950’s
- 1970’s
- 1990’s
- 2010’s

Will require end of life care
Baby Boomers Impact

- 1950’s
- 1970’s
- 1990’s
- 2010’s
Discussion Question

• Does your school(s) support maintaining the 20\textsuperscript{th} Century System OR creating a 21\textsuperscript{st} Century System?
• What actions, if any, need to be taken to create a culture to support change?
Evolution of Change Model

1 – Incremental Change
   (Improving Core Practices)

2 – Innovative Change
   (Fundamental Change of Core Practice)

3 – Transformational Change
   (Affect Entire System)
Transportation

1 – Saddle
2 – Horse and Wagon
3 – Car
A Look to the Future

Information is Everywhere...
1 – Google Search
Smart Technology

1 – Google Search

2 – Google Glasses
Smart Technology

1 – Google Search

2 – Google Glasses

3 – Google Car
K-12 Education – High Impact Factors
Growing Gap

Changing World

School Improvement
Growing Gap

- Changing World
- School Improvement
Growing Gap

School Improvement

Changing World
K-12 Education – High Impact Factors

- Gaming
- Online Instruction
- Blended Learning
Gaming is increasingly being built based upon brain research.
Gaming is increasingly being built based upon brain research.

What is the implication to education?
Angry Birds

- Downloaded 1 billion times
- Average of 800 bird launches per download
- Collectively 800 billion birds launched
- Over 600 million minutes played per day
- 400,000 years of time played
Game Theory in Education

1 – Sushi Monster
Game-based Programs

- Continuous improvement
- Immediate feedback
- Addictive
How do you feel about students being addicted to learning?
Game-based Programs

- Continuous improvement
- Immediate feedback
- Addictive
- Today’s education games are often a technologically enhanced version of drill and practice
- Enabling more personalized learning
650,000 Apps in the App Store
Technology Provides

- Personalization
Technology Provides

- Personalization
- Repetition
- Volume

Critical to Move from Working to Stored Memory – Needed for Fluency
A Look to the Future

- FASTT Math Next Generation
  - 18 Games
1 – Sushi Monster (FASTT Math Next Generation)
A Look to the Future

iRead
iRead

- Beastie Hall - A School for Monsters
iRead

- Beastie Hall - A School for Monsters
- Phonics
iRead

- Beastie Hall - A School for Monsters
- Phonics
- Embedded Assessments
Game Theory in Education

1 – Sushi Monster
   (FASTT Math Next Generation)

2 – iRead
Game Theory in Education

1 – Sushi Monster
(FASTT Math Next Generation)

2 – iRead
- Math 180
Online Instruction
Online Learning Facts

- 30 states have full-time online schools
- 96% of LEAs have students enrolled in distance education courses at the HS level
US Average per Pupil Expenditures

- Fully online model - $6,400
- Blended-learning model - $8,900
- Traditional school model - $10,000
1 – Sushi Monster (FASTTT MATH)
2 – iRead
   Math 180
3 – Online Game-based Learning
Technology in Schools

1 – Computer Labs
2 – One-to-One Computing
3 – Bring Your Own Technology (BYOT)
Pencil Budget
Mobile Devices

- What you want
- Where you want it
- When you want it
WHERE DID THE OTHERS GO WRONG?
Technology needs to do to education what it has done to countless other industries: Disrupt It
Instruction

1 – Project-based Learning
2 – Flipped Classroom
3 – Online Game-based System
Grading of Papers

1 – Training all teachers to grade essays

2 – Computer grading of essays

3 – Computer-based grading and immediate instruction based on performance
Learning

1 – Learning Together
1 – Student-run technology P.D. (survey/3 levels)

2 – Teachers are given technology IEP with students as their mentors

3 – Top 1/3rd students and teachers create alternative instructional delivery system
1 – Curriculum Matrix
2 – Next Network
3 – Online Game-based System
Our Mission

1 – Teaching
2 – Learning
3 – Personalization of Learning
Available Resources

- Power Point
- White Papers
- Presentation to Staff, Board Community
Discussion Question

• Does your school(s) support maintaining the 20th Century System OR creating a 21st Century System?
• What actions, if any, need to be taken to create a culture to support change?
Raise the Grade Symposium

Bill Daggett, Founder and Chairman

September 12-13, 2012
Agenda

RESEARCH
Agenda

RESEARCH ➔ MODEL SCHOOLS
Agenda

RESEARCH → MODEL SCHOOLS → STRUCTURE
Agenda

RESEARCH -> MODEL SCHOOLS -> STRUCTURE

BEST PRACTICES
Student Achievement
Action Plan
REQUEST

- Consultants for Professional Development
- Executive Coaching
- Leadership Academy
- Model School Conference
- Next Network
- Print/Digital Materials
Reading Study Summary

Interquartile Ranges Shown (25% - 75%)

Text Lexile Measure (L)

High School Literature
College Literature
High School Textbooks
College Textbooks
Military
Personal Use
Entry-Level Occupations
SAT 1, ACT, AP*

* Source of National Test Data: MetaMetrics
Organizational Leadership

Culture
Teaching

Rigor and Relevance

Rigor and Relevance
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. Awareness
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation
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Levels

Bloom’s

Application
### Rigor/Relevance Framework

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<td>Analyze the graphs of the perimeters and areas of squares having different-length sides.</td>
<td>Obtain historical data about local weather to predict the chance of snow, rain, or sun during year.</td>
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<td>Determine the largest rectangular area for a fixed perimeter.</td>
<td>Test consumer products and illustrate the data graphically.</td>
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<tr>
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<td>Identify coordinates for ordered pairs that satisfy an algebraic relation or function.</td>
<td>Plan a large school event and calculate resources (food, decorations, etc.) you need to organize and hold this event.</td>
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<td>3</td>
<td>Determine and justify the similarity or congruence for two geometric shapes.</td>
<td>Make a scale drawing of the classroom on grid paper, each group using a different scale.</td>
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<td>Express probabilities as fractions, percents, or decimals.</td>
<td>Calculate percentages of advertising in a newspaper.</td>
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<td>Classify triangles according to angle size and/or length of sides.</td>
<td>Tour the school building and identify examples of parallel and perpendicular lines, planes, and angles.</td>
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<td>Calculate volume of simple three-dimensional shapes.</td>
<td>Determine the median and mode of real data displayed in a histogram.</td>
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<tr>
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<td>Given the coordinates of a quadrilateral, plot the quadrilateral on a grid.</td>
<td>Organize and display collected data, using appropriate tables, charts, or graphs.</td>
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</table>
Rigor/Relevance Framework

Express probabilities as fractions, percents, or decimals.
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.
Calculate percentages of advertising in a newspaper.

Tour the school building and identify examples of parallel and perpendicular lines, planes, and angles.

Determine the median and mode of real data displayed in a histogram.

Organize and display collected data, using appropriate tables, charts, or graphs.
Gas Bills, Heating Degree Days, and Energy Efficiency

Here is a typical story about an Ohio family concerned with saving money and energy by better insulating their house.

Kevin and Shana Johnson's mother was surprised by some very high gas heating bills during the winter months of 2007. To improve the energy efficiency of her house, Ms. Johnson found a contractor who installed new insulation and sealed some of her windows. He charged her $600 for this work and told her he was pretty sure that her gas bills would go down by "at least 10 percent each year." Since she had spent nearly $1,500 to keep her house warm the previous winter, she expected her investment would conserve enough energy to save at least $150 each winter (10% of $1,500) on her gas bills.

Ms. Johnson's gas bill in January 2007 was $240. When she got the bill for January 2008, she was stunned that the new bill was $235. If the new insulation was going to save only $5 each month, it was going to take a very long time to earn back the $600 she had spent. So she called the insulation contractor to see if he had an explanation for what might have gone wrong. The contractor pointed out that the month of January had been very cold this year and that the rates had gone up from last year. He said her bill was probably at least 10% less than it would have been without the new insulation and window sealing.

Ms. Johnson compared her January bill from 2008 to her January bill from 2007. She found out that she had used 200 units of heat in January of 2007 and was charged $1.20 per unit (total = $240). In 2008, she had used 188 units of heat but was charged $1.25 per unit (total = $235) because gas prices were higher in 2008. She found out the average temperature in Ohio in January 2007 had been 32.9 degrees, and in January of 2008, the average temperature was more than 4 degrees colder, 28.7 degrees. Ms. Johnson realized she was doing well to have used less energy (188 units versus 200 units), especially in a month when it had been colder than the previous year.

Since she used gas for heating only, Ms. Johnson wanted a better estimate of the savings due to the additional insulation and window sealing. She asked Kevin and Shana to look into whether the "heating degree days" listed on the bill might provide some insight.

Performance Task drawn from the Ohio Performance Assessment Project.

Teaching

Relationships

Rigor and Relevance

[Diagram showing various relationships and aspects related to teaching]
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1. **C**
   - Calculate with numbers, including decimals, ratios, percents, and fractions.

2. **A**
   - Understand two-dimensional motion and trajectories by separating the motion of an object into \( x \) and \( y \) components.
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A

Know the characteristics and phenomena of sound waves and light waves.

Understand the effect of sounds, words, and imagery on a listening audience.
Available Resources

- Power Point
- White Papers
- “Rigor and Relevance – From Concept to Reality”
- Presentation to Staff
- Instructional Materials
Rigor/Relevance Framework

Teacher/Student Roles

- **High** Rigor, **High** Relevance (C): Student Thinks and Works
- **High** Rigor, **Low** Relevance (D): Student Thinks and Works
- **Low** Rigor, **High** Relevance (A): Teacher Works
- **Low** Rigor, **Low** Relevance (B): Student Works

**Teacher**

**Student**

**Thinks and Works**

- **Works**

**Teacher/Student Roles**

- **High** Rigor, **High** Relevance (C): Student Thinks and Works
- **High** Rigor, **Low** Relevance (D): Student Thinks and Works
- **Low** Rigor, **High** Relevance (A): Teacher Works
- **Low** Rigor, **Low** Relevance (B): Student Works
Rigor and Relevance Handbook
### Selection of Strategies Based on Rigor/Relevance Framework

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*Note: ★ represents the level of rigor/relevance.*

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*International Center for Leadership in Education*
Instructional Strategies: How to Teach for Rigor and Relevance
Discussion Question

• In what Quadrant (A, B, C, D) would most of your instruction fall in your core academic courses?
• In what Quadrant (A, B, C, D) would your instruction be least likely to be found in your core academic courses?
Organizational Leadership
• **Foundation Learning** (Achievement in the core subjects of English language arts, math and science, and others identified by the school)
Learning Criteria

- **Foundation Learning** (Achievement in the core subjects of English language arts, math and science, and others identified by the school)
- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)
Learning Criteria

- **Foundation Learning** (Achievement in the core subjects of English language arts, math and science, and others identified by the school)
- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)
- **Learner Engagement** (The extent to which students are motivated and committed to learning; have a sense of belonging and accomplishment; and have relationships with adults, peers, and parents that support learning)
Learning Criteria

- **Foundation Learning** (Achievement in the core subjects of English language arts, math and science, and others identified by the school)
- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)
- **Learner Engagement** (The extent to which students are motivated and committed to learning; have a sense of belonging and accomplishment; and have relationships with adults, peers, and parents that support learning)
- **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
Learning Criteria

- **Foundation Learning** (Achievement in the core subjects of English language arts, math and science, and others identified by the school)
- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)
- **Learner Engagement** (The extent to which students are motivated and committed to learning; have a sense of belonging and accomplishment; and have relationships with adults, peers, and parents that support learning)
- **Personal Skill Development** (Measures of personal, social, service, and leadership skills and demonstrations of positive behaviors and attitudes)
Rubrics
Where our students come from should not predetermine where they are going. We can and we must make their future brighter.
Our greatest responsibility is to our most needy students.
Survey Tools for Rigor, Relevance and Relationships

We Learn Student Survey

We Teach Instructional Staff Survey

We Lead Whole Staff Survey
# Teacher vs. Student Comparison

<table>
<thead>
<tr>
<th></th>
<th>T – Students can apply what I am teaching to their everyday lives.</th>
<th>S – I can apply what I learn to my everyday life.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92%</td>
<td>58%</td>
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</table>
## Teacher vs. Student Comparison

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>T – Students in my classroom engage in hands-on activities.</td>
<td>88%</td>
</tr>
<tr>
<td>S – We do lots of hands-on activities in my classes.</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>T – I make learning exciting for my students.</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>S – My teachers make learning exciting.</td>
</tr>
</tbody>
</table>
# Teacher vs. Student Comparison

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>T</strong> – I recognize students when they demonstrate positive behavior in school.</td>
<td>95%</td>
</tr>
<tr>
<td><strong>S</strong> – Good citizenship is rewarded in this school.</td>
<td>40%</td>
</tr>
</tbody>
</table>
Available Resources

- Power Point
- White Papers
- Resource Guide
- WE surveys
Discussion Question

• How accurate is the “Not on the Test” song for your school(s)?
• Would staff and students agree with your assessment?
• How do you report success on each of the four Learning Criteria (Foundation, Stretch, Learner Engagement and Guiding Principles)?
Instructional Leadership

High Expectations

High expectations
Reading Study Summary

Interquartile Ranges Shown (25% - 75%)

Text Lexile Measure (L)

High School Literature
College Literature
High School Textbooks
College Textbooks
Military
Personal Use
Entry-Level Occupations
SAT 1, ACT, AP*

* Source of National Test Data: MetaMetrics
Instructional Leadership
Instructional Leadership

- Literacy and Math
- Curriculum
- Literacy and math

High expectations
Instructional Leadership

Data-driven

High expectations
Curriculum
Literacy and math
Data-driven
Take off the plate
Next Network
Road Map

- State Standards to State Test
<table>
<thead>
<tr>
<th>State Standards</th>
<th>State Tests</th>
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</thead>
<tbody>
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</table>
## Oklahoma English LA CSAP

<table>
<thead>
<tr>
<th>Grade</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
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<tbody>
<tr>
<td>Grade 3</td>
<td>5</td>
<td>6</td>
<td>47</td>
</tr>
<tr>
<td>Grade 4</td>
<td>5</td>
<td>5</td>
<td>44</td>
</tr>
<tr>
<td>Grade 5</td>
<td>31</td>
<td>5</td>
<td>24</td>
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<td>Grade 6</td>
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<td>6</td>
<td>41</td>
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<td>Grade 7</td>
<td>3</td>
<td>9</td>
<td>44</td>
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<td>Grade 8</td>
<td>25</td>
<td>8</td>
<td>19</td>
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<td>Grade 10</td>
<td>15</td>
<td>15</td>
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<td>Grade 11</td>
<td>18</td>
<td>16</td>
<td>16</td>
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<tr>
<td>State Standards</td>
<td>State Tests</td>
<td>NESS &amp; Lexile</td>
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</table>
National Essential Skills Study (NESS)
NESS Study
Subgroup Rankings

ELA Skill: *Write clear and concise directions or procedures.*

<table>
<thead>
<tr>
<th>Group</th>
<th>Rank</th>
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</thead>
<tbody>
<tr>
<td>Overall</td>
<td>9</td>
</tr>
<tr>
<td>Business/Industry</td>
<td>2</td>
</tr>
<tr>
<td>Other Non-educators</td>
<td>10</td>
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<tr>
<td>English Language Arts Teachers</td>
<td>25</td>
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<tr>
<td>Other Educators</td>
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</table>
NESS Study
Subgroup Rankings

ELA Skill: *Give clear and concise oral directions.*

<table>
<thead>
<tr>
<th>Group</th>
<th>Rank</th>
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</thead>
<tbody>
<tr>
<td>Overall</td>
<td>7</td>
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<tr>
<td>Business/Industry</td>
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<tr>
<td>Other Non-educators</td>
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<td>English Language Arts Teachers</td>
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<tr>
<td>Other Educators</td>
<td>7</td>
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</table>
NESS Study
Subgroup Rankings

Math Skill: *Apply the Pythagorean Theorem to right triangles.*

<table>
<thead>
<tr>
<th>Group</th>
<th>Rank</th>
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</thead>
<tbody>
<tr>
<td>Overall</td>
<td>20</td>
</tr>
<tr>
<td>Business/Industry</td>
<td>29</td>
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<td>Other Non-educators</td>
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<td>Mathematics Teachers</td>
<td>4</td>
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<tr>
<td>Other Educators</td>
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</table>
### NESS Study Subgroup Rankings

Math Skill: *Understand accuracy and precision of measurement, round off numbers according to the correct number of significant figures, and determine percent error.*

<table>
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<tr>
<th>Group</th>
<th>Rank</th>
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<tbody>
<tr>
<td>Overall</td>
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<tr>
<td>Business/Industry</td>
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<tr>
<td>Other Non-educators</td>
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<td>Mathematics Teachers</td>
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<td>Other Educators</td>
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</table>
Proficiency
Reading Study Summary

Interquartile Ranges Shown (25% - 75%)

Text Lexile Measure (L)

600 800 1000 1200 1400 1600

High School Literature  College Literature  High School Textbooks  College Textbooks  Military  Personal Use  Entry-Level Occupations  SAT 1, ACT, AP*

* Source of National Test Data: MetaMetrics
<table>
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<th>NESS &amp; Lexile</th>
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Road Map

- State Standards to State Test
- State Standards to Research
- State Standards to CCSS
- CCSS to State Standard
Road Map

- State Standards to State Test
- State Standards to Research
- State Standards to CCSS
- CCSS to State Standard
- State Test to CCSS
- Samples to NGA
Road Map

- State Standards to State Test
- State Standards to Research
- State Standards to CCSS
- CCSS to State Standard
- State Test to CCSS
- Samples to NGA
Gas Bills, Heating Degree Days, and Energy Efficiency

Here is a typical story about an Ohio family concerned with saving money and energy by better insulating their house.

Kevin and Shana Johnson’s mother was surprised by some very high gas heating bills during the winter months of 2007. To improve the energy efficiency of her house, Ms. Johnson found a contractor who installed new insulation and sealed some of her windows. He charged her $600 for this work and told her he was pretty sure that her gas bills would go down by “at least 10 percent each year.” Since she had spent nearly $1,500 to keep her house warm the previous winter, she expected her investment would conserve enough energy to save at least $150 each winter (10% of $1,500) on her gas bills.

Ms. Johnson’s gas bill in January 2007 was $240. When she got the bill for January 2008, she was stunned that the new bill was $235. If the new insulation was going to save only $5 each month, it was going to take a very long time to earn back the $600 she had spent. So she called the insulation contractor to see if he had an explanation for what might have gone wrong. The contractor pointed out that the month of January had been very cold this year and that the rates had gone up from last year. He said her bill was probably at least 10% less than it would have been without the new insulation and window sealing.

Ms. Johnson compared her January bill from 2008 to her January bill from 2007. She found out that she had used 200 units of heat in January of 2007 and was charged $1.20 per unit (total = $240). In 2008, she had used 188 units of heat but was charged $1.25 per unit (total = $235) because gas prices were higher in 2008. She found out the average temperature in Ohio in January 2007 had been 32.9 degrees, and in January of 2008, the average temperature was more than 4 degrees colder, 28.7 degrees. Ms. Johnson realized she was doing well to have used less energy (188 units versus 200 units), especially in a month when it had been colder than the previous year.

Since she used gas for heating only, Ms. Johnson wanted a better estimate of the savings due to the additional insulation and window sealing. She asked Kevin and Shana to look into whether the “heating degree days” listed on the bill might provide some insight.

(continued)
Create a large spinner for a game that has at least eight sectors. Each sector should be assigned a different ‘prize’. Prizes should range in value from most appealing to least appealing.

Vary the sectors so that the probability to win a desired prize is much less that the probability to win a lesser desired prize. Calculate the theoretical probability of landing on each prize.

Conduct multiple trials with the spinner and determine the experimental probability of landing on each prize. Which price has the greatest probability and which prize has the least probability?
<table>
<thead>
<tr>
<th>State Standards</th>
<th>State Tests</th>
<th>NESS &amp; Lexile</th>
<th>Common Core Standards</th>
<th>Consortium Assessment</th>
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# Gold Seal Lessons

<table>
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<th>Grade(s):</th>
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<th>Topic(s):</th>
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<tbody>
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</tr>
<tr>
<td>Pre-K</td>
<td>Art</td>
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<tr>
<td>K</td>
<td>Career &amp; Tech</td>
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</tr>
<tr>
<td>1</td>
<td>English</td>
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</tr>
<tr>
<td>2</td>
<td>Math</td>
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</tr>
<tr>
<td>3</td>
<td>Music</td>
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</tr>
<tr>
<td>4</td>
<td>PE/Health</td>
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<td>5</td>
<td>Science</td>
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<tr>
<td>6</td>
<td>Social Studies</td>
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<tr>
<td>7</td>
<td>STEM</td>
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</table>

**Keyword(s):**
(example: global, market)

- [Select Essential Skill(s)]
- [Select National Standard(s)]

**Sort By:**
- [Date]

[International Center for Leadership in Education]
Net Network Resources

- Professional Development
Net Network Resources

• Professional Development
• Verb Analyzer
  - continuous improvement
Net Network Resources

- Professional Development
- Verb Analyzer
  - continuous improvement
- Video Cast
Net Network Resources

- Professional Development
- Verb Analyzer
  - continuous improvement
- Video Cast
- Case Studies
Net Network Resources

- Professional Development
- Verb Analyzer
  - continuous improvement
- Video Cast
- Case Studies
- Bulletins/Updates
## Oklahoma Language Arts

### Priority Academic Student Skills

#### Strands/Standards/Objectives

**English II**

<table>
<thead>
<tr>
<th><strong>End of Instruction (EOI)</strong></th>
<th><strong>Agriculture, Food &amp; Natural Resources</strong></th>
<th><strong>Architecture &amp; Construction</strong></th>
<th><strong>Arts, A/V Technology &amp; Communications</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Reading)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Apply a knowledge of Greek (e.g.; tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.  

2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.  

3. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.  

4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.  

5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.
### Oklahoma Language Arts Priority Academic Student Skills

#### Grade 8

<table>
<thead>
<tr>
<th>OCCT Grade 8 Reading/Writing</th>
<th>Visual Arts</th>
<th>Dance</th>
<th>Music</th>
<th>Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as Rush hour traffic moves at a snail's pace or as plain as day.</td>
<td>H</td>
<td>H</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>b. Analogies: comparisons of the similar aspects of two different things.</td>
<td>H</td>
<td>H</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>c. Metaphors: implies comparisons, such as, The cup of hot tea was the best medicine for my cold.</td>
<td>H</td>
<td>H</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>d. Similes: comparisons that use like or as, such as, The ice was smooth as glass before the skaters entered the rink.</td>
<td>H</td>
<td>H</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>4. Read silently for increased periods of time.</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>L</td>
</tr>
<tr>
<td>b. Show understanding by asking questions and supporting answers with literal information from text.</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>a. Make inferences and draw conclusions supported by text evidence and student experiences.</td>
<td>H</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>a. Determine the main (or major) idea and how those ideas are supported with specific details.</td>
<td>M</td>
<td>H</td>
<td>H</td>
<td>H</td>
</tr>
</tbody>
</table>
Available Resources

• Power Point
• White Papers
• Next Network
• Gold Seal Lessons
• CTE Curriculum Matrix
• Art Curriculum Matrix
Discussion Question

- Identify specific actions your school(s) should take to provide staff information, tools and skills to best prepare them for the CCSS and Next Generation Assessments?
Instructional Leadership

Provide Professional Growth

- High expectations
- Curriculum
- Literacy and math
- Data-driven
- Provide professional growth
Discussion Question

• What should be included in your Professional Development program over the next 24 month?
• Who should be included in Professional Development?
Available Resources

- Consultants from the nations most rapidly improving schools
- Next Network
- Model Schools Conference (June 30-July 3)
- Site visits to nations most rapidly improving schools
Organizational Leadership
Organizational Changes

• Looping
Organizational Changes

- Looping
- Interdisciplinary Chairs
Repeating Grades 2010-11

SOURCE: US Department of Education
Organizational Changes

- Looping
- Interdisciplinary Chairs
- 9th Grade Electives
Discussion Question

• What, if any, organizational changes should you make in your school(s)?
• What barriers will you encounter when attempting to make these chances?
• How might you overcome these barriers?
Available Resources

• Consulting Services
• Executive Coaches
Top-down support for bottom-up success
Empower Leadership Teams
Leadership Teams

- Coherent Vision
- Empowerment
Today’s Leaders

Must visualized, understand, decide and direct.

Trained to only decide and direct.
Transformational Leadership Framework

Control

Low

High

Low

High

Vision Driven
Transformational Leadership Framework

Control

Low

High

Low

A

B

High

Vision Driven

International Center for Leadership in Education
Transformational Leadership Framework

- **C** (Low Control, Low Vision)
- **A** (Low Control, High Vision)
- **B** (High Control, High Vision)
- **Vision Driven**
Transformational Leadership Framework

- **C**: Low Control, Low Vision Driven
- **D**: High Control, Low Vision Driven
- **A**: Low Control, High Vision Driven
- **B**: High Control, High Vision Driven
Leadership

- Rules
- Results
Leadership

- Control
  - Rules

- Empower
  - Results
Leadership

- Teaching / Teachers
  - Rules
  - Control

- Learning / Students
  - Results
  - Empower
Leadership

- **Compliance**
  - Rules
  - Control
  - Teaching/Teachers

- **Engaged**
  - Results
  - Empower
  - Learning / Students
Leadership

- **Inputs**
  - Compliance
  - Rules
  - Control
  - Teaching/Teachers

- **Outputs**
  - Engage
  - Results
  - Empower
  - Learning / Students
Innovation that happens from the top down tends to be orderly, but dumb.

Innovation that happens from the bottom up tends to be chaotic and smart.
Practical strategies to support school and district leaders:

- Supporting teachers in **changing instruction** to meet the requirements of the **Common Core State Standards** and **Next Generation Assessments**
- Approaching **evaluation** from the broader perspective of selection, support, and evaluation of all educators
- Providing meaningful **Teacher Evaluations** even with limited time and resources

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www.leadered.com/leadershipacademy
Lead from Respect
Organizational Leadership

Selection, Support, Evaluation

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

Instructional Leadership
- Improvement
- Accountability
- Challenge
Organizational Leadership

Selection, Support, Evaluation

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

- **Foundation Learning** (Achievement in the core subjects of English language arts, math and science, and others identified by the school)
- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)
- **Learner Engagement** (The extent to which students are motivated and committed to learning; have a sense of belonging and accomplishment; and have relationships with adults, peers, and parents that support learning)
- **Personal Skill Development** (Measures of personal, social, service, and leadership skills and demonstrations of positive behaviors and attitudes)
Discussion Question

• Is your new Teacher Evaluation program tied to selection and support?
• Do you evaluate staff on all four Learning Criteria?
Available Resources

• Consulting Services
• Executive Coaches
Organizational Leadership

Data Systems

Culture
Vision
Structure and systems
Build leadership
Selection, support, evaluation
Data systems
Reading Study Summary

Interquartile Ranges Shown (25% - 75%)

Text Lexile Measure (L)

<table>
<thead>
<tr>
<th>High School Literature</th>
<th>College Literature</th>
<th>High School Textbooks</th>
<th>College Textbooks</th>
<th>Military</th>
<th>Personal Use</th>
<th>Entry-Level Occupations</th>
<th>SAT 1, ACT, AP*</th>
</tr>
</thead>
<tbody>
<tr>
<td>800</td>
<td>1000</td>
<td>1100</td>
<td>1200</td>
<td>600</td>
<td>700</td>
<td>900</td>
<td>600</td>
</tr>
</tbody>
</table>

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

Matt - Age 15, Grade 10, Lexile 1090, GPA 3.0

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

* Source of National Test Data: MetaMetrics
Learning Criteria

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Discussion Question

• Of the four Learning Criteria (Foundation, Stretch, Student Engagement and Guiding Principles) which ones should be included in your data reporting systems?

• Should you report student performance and growth in Lexiles?
Available Resources

- Rubrics
- Consultant Services
Teaching

Content

Rigor and Relevance

Relationships

Content
Teaching

How Students Learn

- Relationships
- Content
- How students learn
- Rigor and Relevance
How Students Learn
Discussion Question

• Is instruction in your school(s) based on how teachers are comfortable teaching or how the 21\textsuperscript{st} Century student learns?

• What, if anything, should be done to address this issue?
Available Resources

- White papers
- “What Brain Research Teaches About Rigor, Relevance and Relationship”
- Consultant Services
Teaching

Instructional Strategies

- Rigor and Relevance
- Relationships
- Content
- How students learn
- Instructional strategies
Rigor and Relevance Handbook
### Selection of Strategies Based on Rigor/Relevance Framework

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Acquisition Quadrant A</th>
<th>Assimilation Quadrant C</th>
<th>Application Quadrant B</th>
<th>Adaptation Quadrant D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming</td>
<td>★★★</td>
<td>★★★</td>
<td>★</td>
<td>★★★★★★</td>
</tr>
</tbody>
</table>
| Cooperative Learning             | ★★★                     | ★           | ★★★★☆☆☆☆☆☆☆★☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆......
Instructional Strategies: How to Teach for Rigor and Relevance
Available Resources

• Next Network
• Smarter Balanced Assessments
• PARCC
Three Central Challenges

- Common Core State Standards, Next Generation Assessments and Teacher Evaluation
- Financial Stress
- Change Needs to be Evolutionary, Not Revolutionary
Next Steps

• Professional Development for R/R
  - Create the Culture
Next Steps

- Professional Development for R/R
- Next Network with Professional Development
Next Steps

- Professional Development for R/R
- Next Network with Professional Development
- Gold Seal Lessons
Next Steps

- Professional Development for R/R
- Next Network with Professional Development
- Gold Seal Lessons
- Needs Assessment
Next Steps

- Professional Development for R/R
- Next Network with Professional Development
- Gold Seal Lessons
- Needs Assessment
- Executive Coaching on DSEI
Next Steps

- Professional Development for R/R
- Next Network with Professional Development
- Gold Seal Lessons
- Needs Assessment
- Executive Coaching on DSEI
- Special Education and ESL
Next Steps

- Professional Development for R/R
- Next Network with Professional Development
- Gold Seal Lessons
- Needs Assessment
- Executive Coaching on DSEI
- Special Education and ESL
- Leadership Academy and Model Schools Conference
Needs Assessments
Student
Achievement
Instructional Effectiveness

Student Achievement
It is often easier.....

- To build a new house...
It is often easier.....

- To build a new house...
- Create a new company...
It is often easier…..

- To build a new house...
- Create a new company…
- Transform an undeveloped nation...
It is often easier.....

• To build a new house...
• Create a new company...
• Transform an undeveloped nation...
• Create a new school...
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