



Key Components of Our Methodology

THE DAGGETT SYSTEM FOR EFFECTIVE INSTRUCTION

Drawing on over 40 years of education experience, leading expert Dr. Bill Daggett has found that the key to nurturing effective teachers is a holistic approach that creates a universal commitment to great teaching across all sectors of a school — from organizational leadership to instructional leadership to teachers. When all sectors are in constant communication around the common goal of student achievement via instructional effectiveness, teachers thrive, and caring, creative solutions emerge.

Research and observation support what most educators see as common sense: what goes on between the teacher and the each student is central to high-level learning. Effective teaching is not the end goal, however; it is the means to an end: student achievement. Nevertheless, all teaching is more effective when supported. Achieving the goal of improving instruction requires a supportive and aligned system. Stated another way, effective teaching is essential, but not sufficient to maximize achievement for all students. This understanding of the need for an organization-wide commitment shapes the *Daggett System for Effective Instruction* (DSEI). The DSEI is the foundation and research base upon which SAP will work with the BCSD's schools and educators to:

- Replicate prior experiences of documented and demonstrated school turnaround success with schools or districts.
- Build supportive district-level operating structures, and re-frame district systems to both support schools in improving student academic performance and holding them accountable for needed gains in performance.
- Build the capacity of district and school leaders to co-design and implement school turnaround plans that ensure dramatic gains in student academic performance through the effective implementation of the Common Core State Standards systems for teacher and leader effectiveness, and a cycle of data-driven instruction (DDI)/inquiry and action.
- Coordinate and streamline an LEA's existing school turnaround efforts (through existing implementation of School Improvement Grant (1003g), Race to the Top Scope of Work plans, Comprehensive Education Plans (CEP), and Consolidated Applications, etc.) into one integrated approach to school turnaround.

DSEI is more than an approach to enhancing instruction and instructional capacity. It is a way of thinking about what we believe about children, schools, and learning which has coalesced at a critical time in American education when standards, assessments, accountability, and teacher evaluation systems are intersecting with budgets, time pressures, resources, and public policy debates. The DSEI builds upon the successful practices, tools, and research of many, including research and meta-analysis on effective instruction and maximum learning time, such as:

- John Hattie's *Visible Learning* research on effective instructional practices
- Sutton Trust *Toolkit of Strategies to Improve Learning*
- InTASC *Model Core Teaching Standards*
- the meta-analyses of Robert Marzano
- Charlotte Danielson's *The Framework for Teaching*
- *Focused on Student Success: A Five-Year Research Study of Models, Networks, and Policies to Support and Sustain Rigor and Relevance for ALL Students* conducted by Russ Quaglia, ICLE, and the Successful Practices Network



- SAP's Rigor/Relevance Framework®, which informs our two decades of experience in assisting schools in curriculum and instruction
- SAP's Effectiveness and Efficiency Framework tool and process, which helps leadership teams prioritize current programs, practices, and initiatives according to both their instructional effectiveness and their time/cost efficiency

The DSEI is a way to transform traditional systems, approaches, and schools into efficient and effective models that more fully prepare students — especially students most at risk — to succeed.

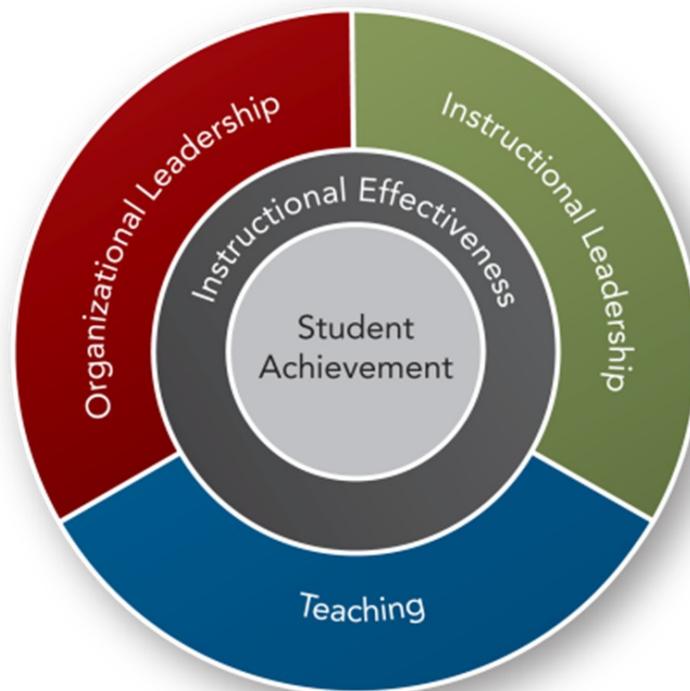
The DSEI's most distinguishing attributes include:

- Balancing effectiveness with considerations of efficiency (e.g., affordability)
- Its grounding in a broad base of analysis and meta-analysis research on instructional effectiveness as well as efficiency and optimal use of time and resources
- Focus on coherence and alignment with instructional capacity at the system/organization level
- Focus on instructional leadership's role in optimizing learning and maximizing instructional capacity and effectiveness
- Best practices drawn from "hands-on" experiences partnering with model schools

The DSEI supports the teacher in the classroom via:

- Vertical system alignment — with organizational systems, programs, schedules, budgets, and structures
- Horizontal system alignment — with instructional leadership, peers, teaching colleagues, and classroom and community resources

Because teachers are the most powerful influence on instruction, the entire system needs to be focused on making teachers more effective and learning time optimal.





ORGANIZATIONAL LEADERSHIP

- Create a culture of high academic expectations and positive relationships
- Establish a shared vision and communicate to all constituent groups
- Align organizational structures and systems to the vision
- Build leadership capacity through an empowerment model
- Align teacher/administrator selection, support, and evaluation
- Support decision making with relevant data systems

INSTRUCTIONAL LEADERSHIP

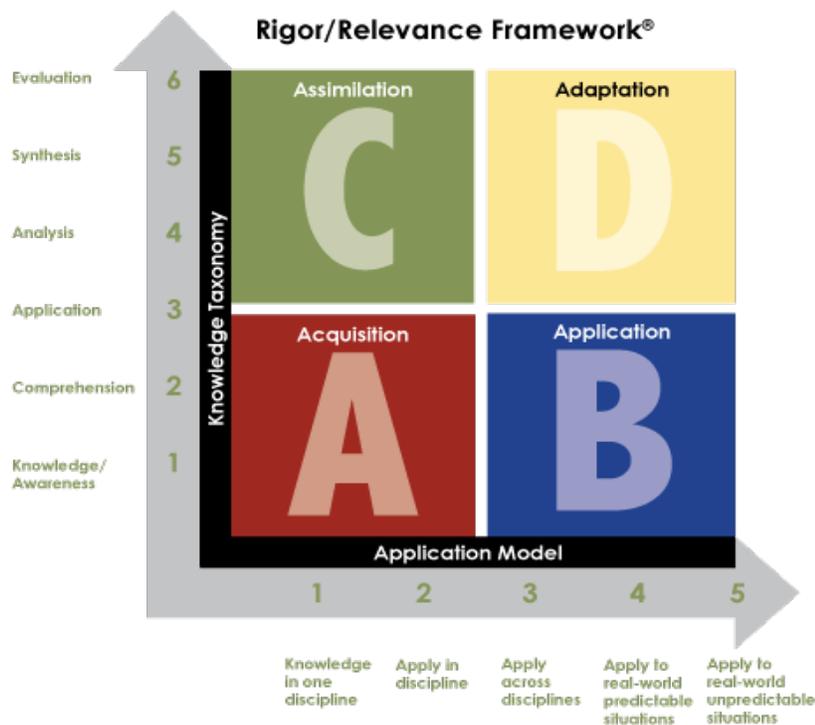
- Use research and establish the urgent need for change to promote higher academic expectations and positive relationships
- Develop, implement, and monitor standards aligned to curriculum and assessments
- Integrate literacy and mathematics across all disciplines
- Facilitate data-driven decision making to inform instruction
- Provide opportunities for professional learning, collaboration, and growth focused on high-quality instruction and increased student learning

TEACHING

- Build effective instruction based on rigorous and relevant expectations
- Create and implement an effective learner environment that is engaging and aligned to learner needs
- Possess and continue to develop content area knowledge and make it relevant to the learner
- Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology
- Use assessment and data to guide and differentiate instruction
- Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative

THE RIGOR/RELEVANCE FRAMEWORK

Building off of the DSEI, SAP's *Rigor/Relevance Framework*®, developed by Dr. Bill Daggett, is a powerful tool that helps teachers set standards of excellence and plan the objectives they wish to achieve. This versatile framework applies to standards, curriculum, instruction, and assessment.



Studies have shown that students understand and retain knowledge best when they have applied it in a practical, relevant setting. A teacher who relies on lecturing does not provide students with optimal learning opportunities. Instead, students go to school to watch the teacher work. The *Rigor/Relevance Framework* helps teachers to effectively plan their coursework over the year to facilitate student growth and develop the qualities of a lifelong learner.

The core framework is based on the following structure:

- **In Quadrant A:** Students gather and store bits of knowledge and information, and are primarily expected to understand and remember this knowledge.
- **In Quadrant B:** Students use acquired knowledge to solve problems, design solutions, and complete work.
- **In Quadrant C:** Students extend and refine their acquired knowledge so that they can draw upon this knowledge automatically and use it to routinely solve problems.



- **In Quadrant D:** Students have the competence to think in complex ways and apply their knowledge and skills even when confronted with unusual/perplexing unknowns.

Thinking within this framework helps teachers integrate more active, real-world learning into their lesson structures by breaking down passive vs. active learning. For example, when instruction and expected student learning is in Quadrant A, the focus is on teacher work. Teachers expend energy to create and assess learning activities — providing lesson content, creating worksheets, and grading student work. In this scenario the student becomes a passive learner. When instruction and expected learning moves to Quadrant B, the emphasis is on a student doing work that applies in the real world. This generally takes more time for students to complete. When instruction and expected learning falls in Quadrant C, a student is required to analyze, compare, create, and evaluate. Traditionally, this has been the highest level of learning that students graduate from high school with. Quadrant D learning requires a student to think and work. Roles have shifted from teacher-centered instruction in Quadrant A to student-centered learning in Quadrant D where students understand and conceptualize relevant applications for the content being covered.

This tool has guided instructional improvement efforts in the United States and internationally. SAP has worked with hundreds of school districts across 50 states to apply the *Rigor/Relevance Framework* to create and sustain student engagement.