



**International Center
for Leadership in Education**

The Participation Gap and More....

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ICLE Program of Work

- Identify the essential characteristics of successful schools and the most rapidly improving schools
- Best Practices/Research to assist schools
- Organize our learning into useful tools



- **Not an expert**
- **I'm a learner and I change my opinion based on what I learn.**



THINK of a number from 1 to 10

MULTIPLY that number by 9

If the number is a 2-digit number,
ADD the digits together

Now **SUBTRACT 5**



DETERMINE which letter in the alphabet corresponds to the number you ended up with (example: 1=a, 2=b, 3=c,etc.)

THINK of a country that starts with that letter

REMEMBER the last letter of the name of that country



THINK of the name of an animal
that starts with that letter

REMEMBER the last letter in the
name of that animal

THINK of the name of a fruit that
starts with that letter



**Are you thinking of a
Kangaroo in Denmark
eating an Orange?**



Themes

- Education Challenge
- Rigor, Relevance and Relationships
- Participation Gap
- Innovation and Creativity
- Closing Thoughts



**SUCCESS BY DESIGN
NOT BY CHANCE**



**Generally, we get what
we design for!**



**What got us to where we
are today in education,**

**will not get us to where
we need to be!**



Educators need to become
the agents of change.



Objects of Change

vs.

Agents of Change

Federal/State Gov't.
SEA, Policy

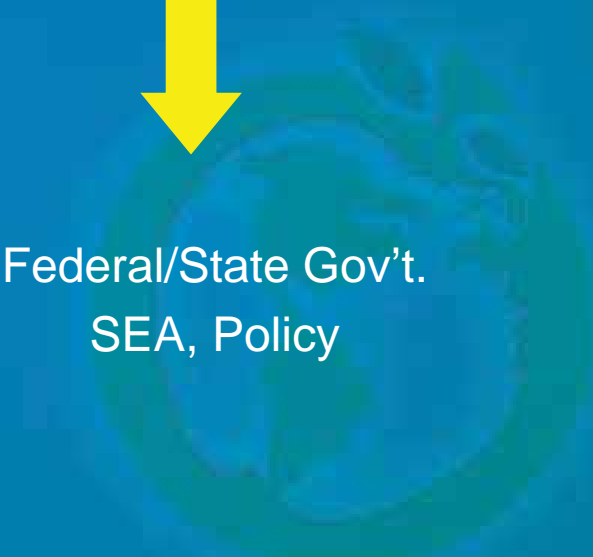


Districts, Schools,
Staff, Students,
Community

Districts, Schools,
Staff, Students,
Community



Federal/State Gov't.
SEA, Policy



CHANGE



What happened to GM..??



We need fewer, clearer and
more rigorous standards!

**OUR PROBLEM IS NOT
SIMPLY STANDARDS, BUT
“DESIGN” AS WELL!!!!**

Texas NESS Study

Subgroup Rankings

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

Group	Rank
Overall Texas	9
Business/Industry	2
Other Non-educators	10
English Language Arts Teachers	
Other Educators	8

Texas NESS Study

Subgroup Rankings

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

Group	Rank
Overall Texas	9
Business/Industry	2
Other Non-educators	10
English Language Arts Teachers	25
Other Educators	8

Texas NESS Study

Subgroup Rankings

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

Group	Rank
Overall Texas	20
Business/Industry	29
Other Non-educators	31
Mathematics Teachers	
Other Educators	24

Texas NESS Study

Subgroup Rankings

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

Group	Rank
Overall Texas	20
Business/Industry	29
Other Non-educators	31
Mathematics Teachers	4
Other Educators	24

Texas NESS Study

Subgroup Rankings

Social Studies Skill (Economics): *Investigate how a cost/benefit analysis can influence decisions based on profits and losses.*

Group	Rank
Overall Texas	22
Business/Industry	3
Other Non-educators	15
Social Studies Teachers	57
Other Educators	18

The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of school.



We've created false proxies for learning...

- Finishing a course or textbook has come to mean achievement
- Listening to lecture has come to mean understanding
- Getting a high score on a standardized test has come to mean proficiency



- **Basic Knowledge/Skills**

- **English Language (spoken)**
- **Reading Comprehension**
 - **(in English)**
 - **Writing in English**
 - **(grammar, spelling, etc.)**
- **Mathematics**
- **Science**
- **Government/Economics**
- **Humanities/Arts**
- **Foreign Languages**
- **History/Geography**

- **Applied Skills**

- **Critical Thinking/Problem Solving**
- **Oral Communication**
- **Written Communication**
- **Teamwork/Collaboration**
- **Diversity**
- **Information Technology Application**
- **Leadership**
- **Creativity/Innovation**
- **Lifelong Learning/Self Direction**
- **Professionalism/Work Ethic**
- **Ethics/Social Responsibility**

“Are They Really Ready To Work?”

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ALL STUDENTS

- RIGOR
- RELEVANCE
- RELATIONSHIPS



HOWEVER....##??



ALL STUDENTS

- **Relationships**
- **Relevance**
- **Rigor**



“It is virtually impossible to make things relevant for, or expect personal excellence from a student you don’t know.”

Carol Ann Tomlinson



You can't teach kids you don't
know.....



**Motivation is a key ingredient
for success in learning.**



Talking with kids...

It's not us against them!



**Think about how our
education system
generally behaves...**



We need more artists,
so here's our plan.

**REQUIRE ALL HIGH
SCHOOL STUDENTS
TO TAKE MORE ART!**

A faint, circular logo is visible in the bottom right corner of the slide. It appears to be a globe or a similar emblem, rendered in a lighter shade of blue than the background.

We need more scientists and mathematicians, so here's our plan.

REQUIRE ALL HIGH SCHOOL STUDENTS TO TAKE MORE MATH AND SCIENCE!

A faint, circular watermark of a globe is visible in the lower right quadrant of the slide, partially overlapping the text.

What Works Best?

- REQUIRE
- MANDATE
- FORCE
- EXCITE
- CREATE PASSION
- MOTIVATE



ALL STUDENTS

- **Relationships**
- **Relevance**
- **Rigor**



**Rigor and Relevance is
NOT
a new add –on !!**

**Rigor and Relevance
is a
Philosophy of Teaching !!**



Knowledge Taxonomy

6. Evaluation
5. Synthesis
4. Analysis
3. Application
2. Comprehension
1. Recall Knowledge



*Thinking
Continuum*

**Assimilation
of knowledge**



**Acquisition
of knowledge**

Application Model

- 1 Knowledge of one discipline**
- 2 Application within discipline**
- 3 Application across disciplines**
- 4 Application to real-world predictable situations**
- 5 Application to real-world unpredictable situations**

Action Continuum

**Acquisition
of knowledge**

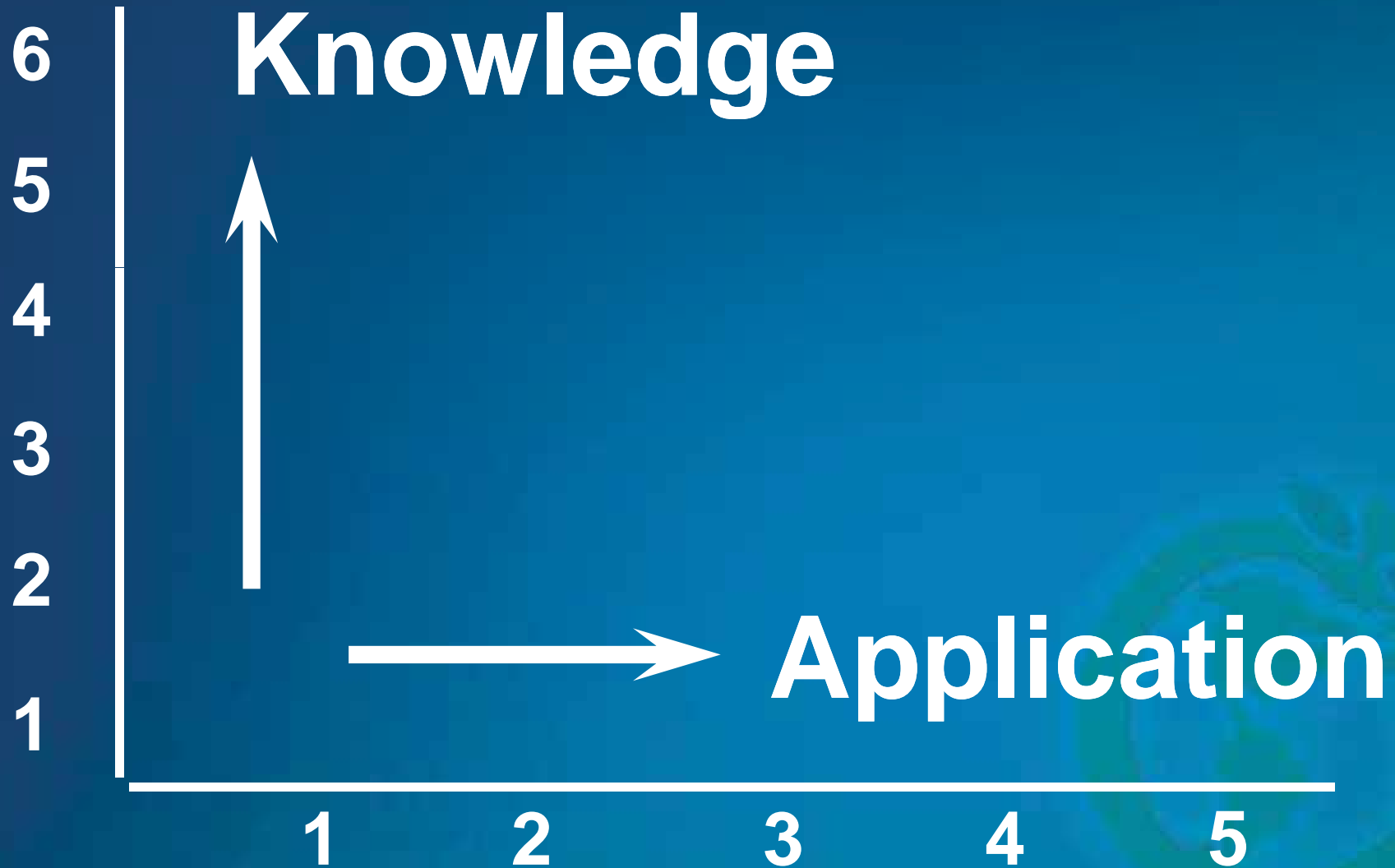


**Application
of knowledge**

Relevance of learning
to life and work



Rigor/Relevance Framework



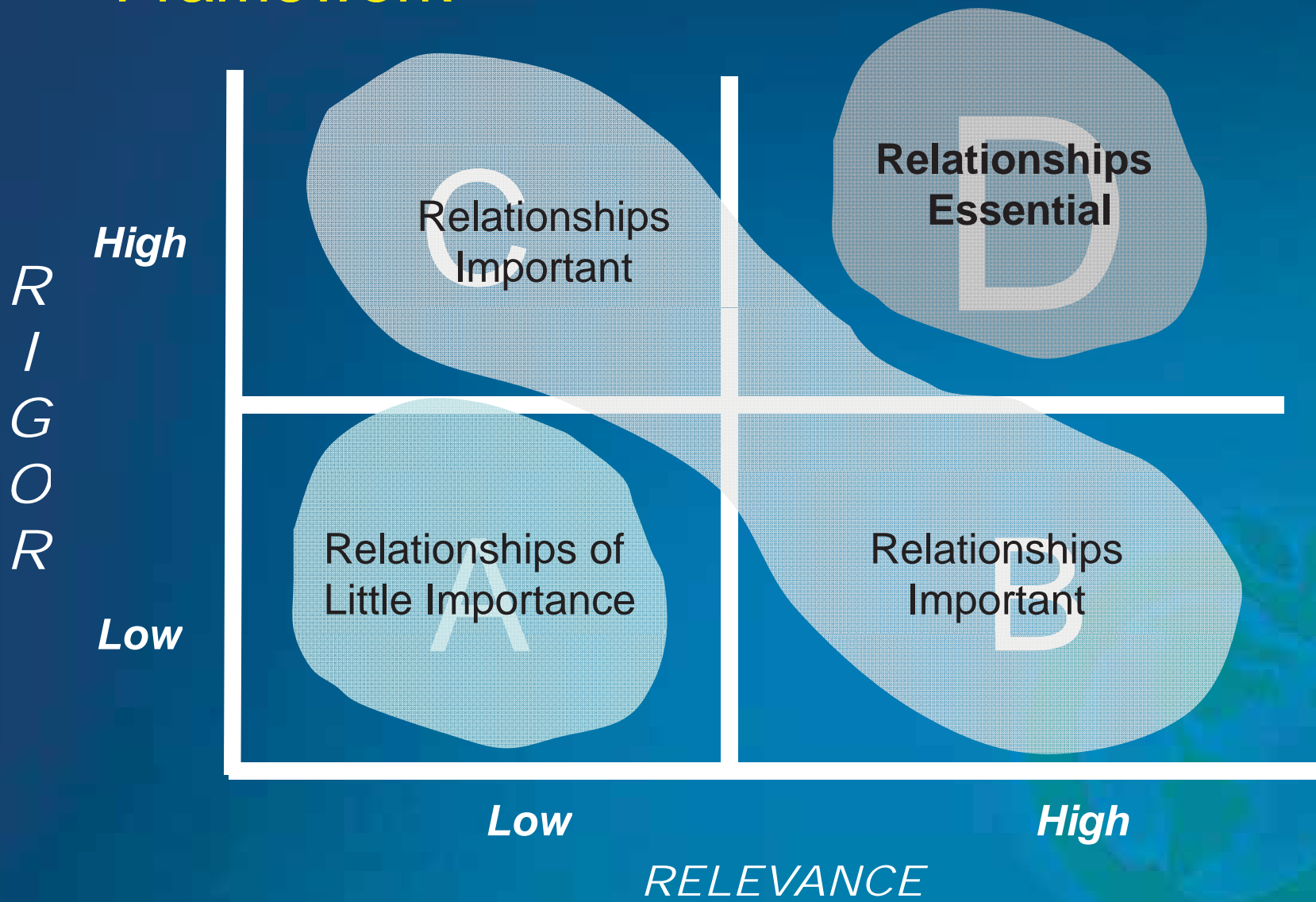
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Rigor/Relevance Framework

Relationships



Participation Gap

- **Self-Worth:** Self-Worth occurs when students know they are valued members of the community; have a person they can trust; believe they can achieve.
- **Active Engagement:** Active Engagement happens when students are deeply involved in the learning process.
- **Purpose:** Purpose exists when students take responsibility for who and what they want to become.



STUDENT ASPIRATIONS / PARTICIPATION GAP

SELF WORTH

Relationships

Belonging

Heroes

Sense of Accomplishment

ACTIVE ENGAGEMENT

Relevance

Fun & Excitement

Curiosity & Creativity

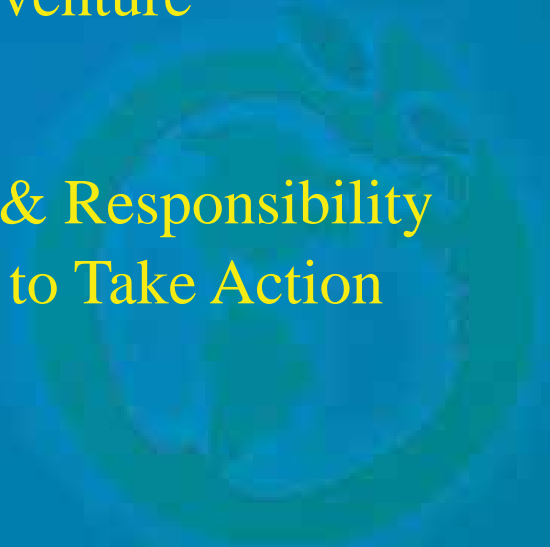
Spirit of Adventure

PURPOSE

Rigor

Leadership & Responsibility

Confidence to Take Action



NATIONAL DATA

SELF WORTH

Belonging

Heroes

Sense of Accomplishment

6-8

54%

STATEMENT

I am proud of my school.

49%

I enjoy being at school.

58%

Teachers care about my problems and feelings.

54%

Teachers care about me as an individual.

50%

Teachers care if I am absent from school.

19%

I have never been recognized for something positive at school.

52%

If I have a problem, I have a teacher with whom I can talk.

68%

Teachers respect students.

49%

Students respect teachers.

36%

Students respect each other .

NATIONAL DATA

ACTIVE ENGAGEMENT

Fun & Excitement
Curiosity & Creativity
Spirit of Adventure

<u>6-8</u>	<u>STATEMENT</u>
42%	School is boring.
68%	At school I am encouraged to be creative.
47%	My classes help me understand what is happening in my everyday life.
67%	Teachers enjoy working with students
47%	Teachers have fun at school.
41%	Teachers make school an exciting place to learn.
79%	My teachers present lessons in different ways .

NATIONAL DATA

PURPOSE

Leadership & Responsibility
Confidence to Take Action

6-8

STATEMENT

62%

I am a good decision maker.

54%

I see myself as a leader.

30%

Other students see me as a leader.

91%

I believe I can be successful.

80%

Teachers expect me to be successful.

58%

I believe I can make a difference in this world.

79%

I put forth my best effort at school.

44%

I know the goals my school is working on.

41%

Students council represents all students at school.

NATIONAL DATA

Delusional Discrepancies

I am proud of my school.	T = 85 S = 50
I am excited to be working with students. Teachers enjoy working with students.	T = 96 S = 56
Students have fun at school. School is boring.	T = 78 S = 47
Students make school an exciting place to work. Teachers make school an exciting place to learn.	T = 87 S = 31
I have fun at school. Teachers have fun at school.	T = 85 S = 39

NATIONAL DATA

Sad Similarities

I am excited to tell my colleagues
when I do something well.

T = 59

I am excited to tell my friends
when I get good grades.

S = 57

I feel comfortable asking questions in staff meetings.

T = 66

I feel comfortable asking questions in class.

S = 66

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We have a flawed perspective of
always listening to our best
customers... They tell us how
good the system is working for
them!



A Story....

- Not a bad idea, but to earn a grade more than a C+, the idea has to be viable!
(Yale Professor)
- Fredrick Smith
- The idea FedEx



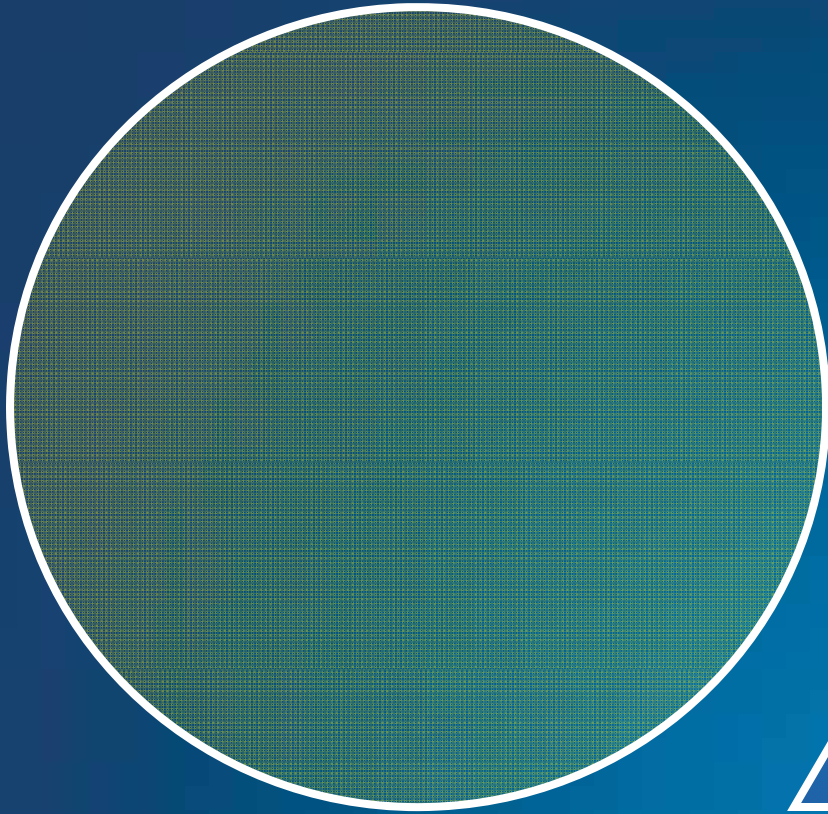
**“In the beginner’s mind
there are many
possibilities; in the expert’s
mind there are few.”**

-Shurnyu Suzuki



Sustaining Innovation and Disruptive Innovation

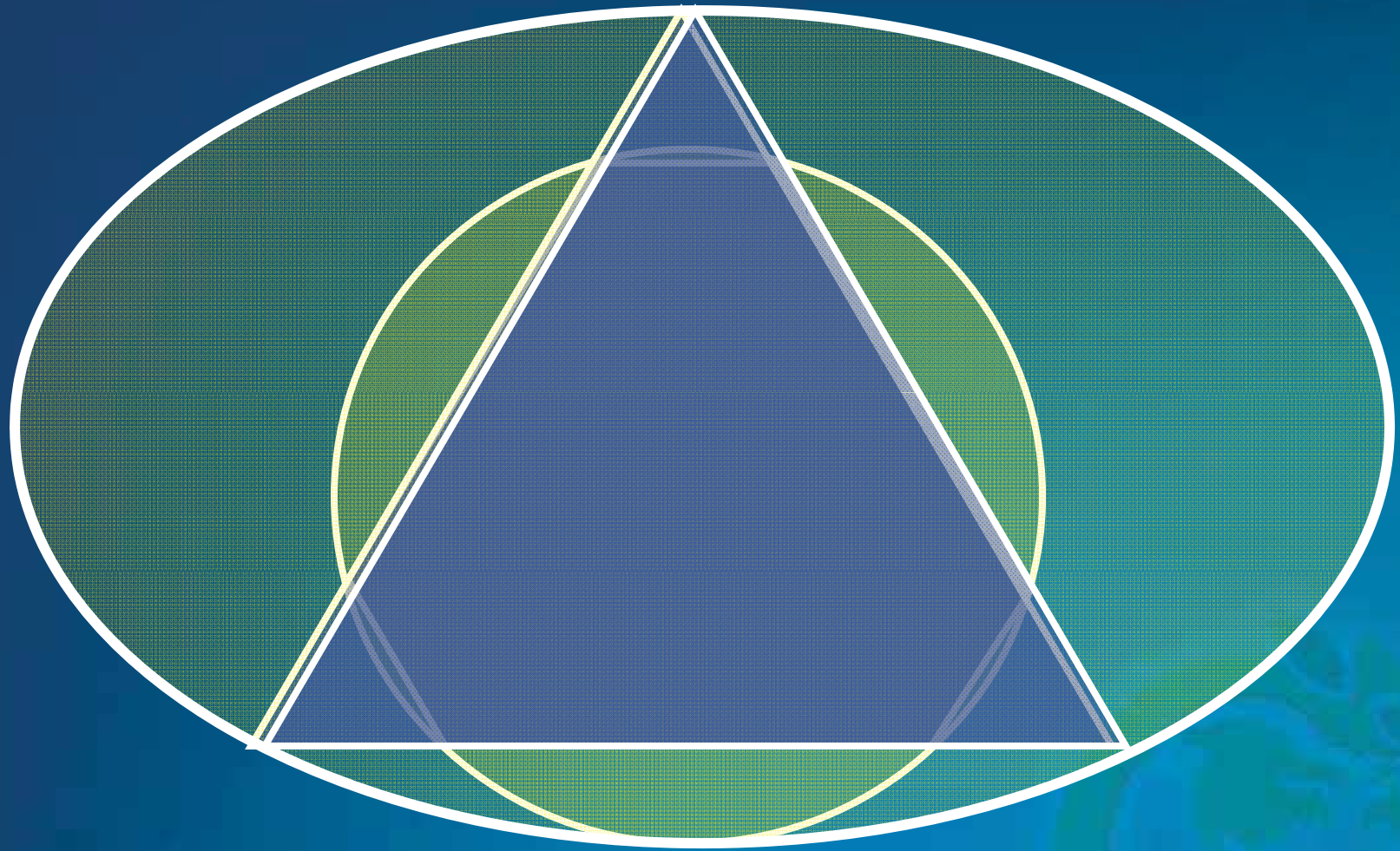




System



Innovation



Disrupting Innovation

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Closing Thoughts



We behave like.....

**STANDARDIZED TEST
SCORES ARE AN
ACCURATE MEASURE OF
STUDENT LEARNING AND
SCHOOL SUCCESS.**



Standardized Assessment

**Necessary but NOT
SUFFICIENT**



OUR WORK IS COMPLEX

A test score is not a synonym for what a student has learned or a school has accomplished.



TO DO THE JOB WELL

- **QUANTITATIVE DATA**

- **QUALITATIVE DATA**

- **GREAT QUESTIONS...**



**SUCCESS BY DESIGN
NOT BY CHANCE**



The Invisible Difference

Passion

Commitment





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