

## Instructional Agility: What It Is and What It Is Not

What It Is	What It Is Not
Teachers intentionally use observations, feedback, and questioning in the moment of instruction while students do something with what they are asked to learn.	Student work is permanent rather than fluid, ever changing, and always growing.
Teachers act in the moment to respond to student learning needs.	Teachers respond to everything, even outside of the learning target, and get off track.
Students are able to identify their strengths and next steps. Instruction helps facilitate this for students when assessment is in action.	Feedback shuts down learning.
Instruction mobilizes students to understand that learning is a process. Students collaborate in partnerships with teachers and peers to achieve in their work at expected levels. Students develop and come to value their self-efficacy.	Instruction debilitates students from trying at all or attempting to learn more. A teacher's tone can create a sense of possibility and engagement, or it can make students feel demotivated or paralyzed to take the next step.