

Taking Inventory of Instructional Agility Context and Practice

Directions: Mark the following statements to understand your strengths and next steps in developing your instructional agility context.

Task	Unsure	Exploring	Implementing	Impacting
<p>Develop the assessment architecture that focuses student learning.</p> <ul style="list-style-type: none"> • The school and district facilitate and ensure teachers work in collaboration to do the following. <ul style="list-style-type: none"> • Determine the meaning of standards and other expected learning. • Unpack and repack standards to develop learning progressions. • Design and plan assessment evidence aligned to standards and learning progressions. • Analyze assessment evidence to improve the assessment design's accuracy and plan more effective instruction and intervention. 				
<p>Map standards or learning progressions by unit (school and district supports).</p> <ul style="list-style-type: none"> • The school and district facilitate and ensure teachers work in collaboration to do the following. <ul style="list-style-type: none"> • Identify the series of logical steps required in the learning process of achieving the standards. • Clarify key points for assessing the standards. • Isolate potential points when and where students might struggle or misunderstand the standards. • Formulate the formative pathway that can help teachers accurately diagnose learning on the way to achieving the standards. 				
<p>Engineer conversations in the classroom.</p> <ul style="list-style-type: none"> • Teachers unpack speaking and listening standards and determine characteristics of quality conversations in the context of their grade and content. • Teachers consistently use discussion formats, rules, and roles to get students talking. • Teachers listen to student discussion to interpret how learners are understanding intended standards. • Teachers make instructional maneuvers to deepen students' learning based on their interpretations. • Students are consistently engaged in conversation in all classes and all grade levels. 				

<p>Use questioning.</p> <ul style="list-style-type: none"> • Teachers design questions to gather information on standards. • Teachers work on interpreting student responses to questions and then make moves to deepen understanding. • Students ask questions. Teachers structure classroom environments so students ask questions. • Teachers interpret questions and flexibly respond to student understanding in the moment of instruction. 				
<p>Observe specific concepts.</p> <ul style="list-style-type: none"> • Teachers focus their observations on essential standards or understandings. • Teacher observations of students' words, actions, and facial expressions lead to instructional maneuvers and feedback that students act on and, in turn, grow from. 				
<p>Mobilize students to be instructionally agile.</p> <p>Students are intentionally:</p> <ul style="list-style-type: none"> • Co-constructing criteria with their teachers and peers • Using assessment information to self-assess, identifying what they know and what they need to do next • Using assessment information to self-regulate, identifying what shuts them down and what keeps them going • Setting goals toward essential standards and tracking their progress over the course of the year • Engaging in peer assessment 				
<p>Include lots of practice.</p> <ul style="list-style-type: none"> • Teachers use homework as information to inform instruction in the moment. • Teachers guide students to use their homework to understand their strengths and next steps in learning. 				
<p>Examine student work in collaboration.</p> <ul style="list-style-type: none"> • Teachers collaboratively review student work on essential learning standards to interpret the work and make instructional plans to help students grow. 				
<p>Analyze common or collaborative formative assessment data.</p> <ul style="list-style-type: none"> • Teachers determine which students have mastered the learning targets and which need additional time and support. 				
<p>Consistently review policies and practices at the school and district levels.</p> <ul style="list-style-type: none"> • Assess the extent to which the following commitments are experienced by teachers and students. <ul style="list-style-type: none"> • Teachers and students feel that the school and district believe in them. • Teachers and students feel they have ample time to think and innovate. • Teachers co-design learning with students in classrooms, and teachers co-design their professional learning. • Teachers and students experience feedback practices that increase their confidence and achievement. 				