# Instructional Excellence Action List:

# Monitor Learning and Adjust Instruction

***Monitor Learning: Assess students’ learning achievement and growth frequently with data—daily and weekly —from the start and continuing through the year.***

***Adjust Instruction: Change instruction when learning slows—and to help students advance faster—based on monitoring, to meet each student’s needs.***

This action list combines two critical sets of actions, focused on classroom and MCL team meeting routines that **allow teachers to know what students understand, before and after instruction, and on MCL teams adjusting instruction for mastery and growth by each student**. Items with checkboxes are suggested actions; add your own.

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| **BEFORE THE SCHOOL YEAR, schoolwide (MCLs to ensure per team if not done schoolwide):** |
| In addition to the actions in [Plan Ahead and Raise Sights Instructional Excellence Action List](https://www.opportunityculture.org/wp-content/uploads/2021/04/Instructional_Excellence_Action_List_Plan_Ahead-Public_Impact.docx), before school begins **MCLs and teachers should:**  * **PLAN TO ALIGN LESSONS WITH ALL FORMS OF ASSESSMENTS**
	+ Complete planning, including:

[ ]  Select and adapt (as needed) *interim* assessments, in collaboration with school’s instructional team of leaders[ ]  Select, adapt, or write *unit* assessments, making consistent across team, for units early in year[ ]  Select, adapt, or write *daily/lesson* assessments, including beginning- and end-of-class mini-assessments, for lessons early in year [ ]  Select, adapt, or develop standards-aligned rubrics for assignments including writing pieces and projects * + Develop lessons and units aligned with assessments

[ ]  See [Plan Ahead and Raise Sights](https://www.opportunityculture.org/wp-content/uploads/2021/04/Instructional_Excellence_Action_List_Plan_Ahead-Public_Impact.docx) action list for advance planning; and [ ]  See “Execute rigorous, personalized lessons for mastery & growth” in the [Instructional Excellence Summary](https://www.opportunityculture.org/wp-content/uploads/2016/12/Instructional_Excellence_Summary-Public_Impact.pdf) to build/adjust lessons for specific student needs in each class, as they become known (in advance or during school year)* + Introduce and commit to standards-based grading

[ ]  Clarify across MCL team the *source(s)* for rigorous standards-based grading—which standards students should meet[ ]  Clarify across MCL team the *process* for consistent grading (who grades, with what rubrics, when, then sharing with whom)* + Capture data on both mastery and growth

[ ]  Select and adapt, or develop, computer-based student learning data monitoring system[ ]  Include color-coded visual display (green, yellow, red) of lesson, unit, and interim assessment learning mastery levels[ ]  Ensure that system *will let team sort to identify trends and patterns* of student mastery by: MCL team, class, subgroup, and individual (this supports rapid decisions such as those for reteaching and acceleration)[ ]  Ensure that system lets team track *growth* over time in subjects (such as reading and math) where annual and longitudinal growth data benchmarks are available and relevant for long-term student achievement* **PLAN TO TRACK WITH AN EFFECTIVE AND EFFICIENT DATA SYSTEM**
	+ Prepare assessment calendar

[ ]  Add dates to the assessment calendar for MCL teams to review data weekly and make instructional adjustments[ ]  Ensure that students and teachers are not overwhelmed by too many unit/interim tests at once[ ]  Write down schedule and who on team is responsible for collecting and loading student data, and for producing reports for team using the selected data system* + Standardize and automate components

[ ]  Use online tools when possible to reduce the burden on educators for assessments, data loading, and reports of student mastery and growth |
| **WITHIN THE FIRST WEEK (In addition to DURING THE SCHOOL YEAR steps)** |
| * **COLLECT AND COMPARE MULTIPLE DATA POINTS**
	+ Conduct pretests for baseline data

[ ]  Conduct pretests for early units of learning, or for yearlong content, as appropriate in your grade/subject* + Engage students and families informally in the assessment process

[ ]  Share with students and families the assessment calendar and the contents being assessed (daily, unit, interim, and annual) [ ]  Communicate with students and families to motivate continued student effort, and family support for consistent/renewed effort, rather than “make or break” response to assessments [ ]  Invite questions about assessment practices, purpose, and calendar through live engagement with students and emails with families[ ]  Have students set personal goals, and share forms for tracking their own progress with them (See [*Share*](https://www.opportunityculture.org/wp-content/uploads/2019/12/Share-Public_Impact.pdf))* + Use surveys for formal student feedback

[ ]  Share with students that you will be seeking formal survey input quarterly on how to help them maintain growth and motivation for consistent/renewed effort, and input on how to best track and share their progress* + As a team, norm on use of rubrics using a range of sample student work
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| **DURING THE SCHOOL YEAR** |
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| * **COLLECT AND COMPARE MULTIPLE DATA POINTS**
	+ Conduct pretests for baseline data

[ ]  Annually: Assess student knowledge of standards at beginning of year; use to anticipate reteaching and acceleration/in-depth instructional needs for class/MCL team [ ]  Per unit: Assess at beginning of unit which students may need rounds of reteaching or acceleration[ ]  Per lesson: Assess at beginning of lesson which students may need rounds of reteaching or acceleration* + Assess student grasp daily

[ ]  Daily, conduct *very* short assessment of current lesson when students enter and exit class period. Sort by which students need immediate reteaching or acceleration/in-depth (within class or next day)* + Use interim assessments

[ ]  Using team/school assessment calendar, assess mastery and growth* + Observe student activity and confer with students and families when performance changes

[ ]  During class and based on submitted work, notice changes in students’ emotional state and attention[ ]  Include in MCL team data discussions observations of student emotional state and attention [ ]  Check in with student and then with family about root causes when student has dip or surge (remaining respectful and positive; reinforce focus on care and concern for student and supporting effort, not “make or break” judgements about student ability or future learning performance)* + Use surveys for formal student feedback

[ ]  Use short, quarterly survey for feedback on instruction, system for tracking student goals versus actual, and student reflections on progress/mastery* Revise/develop rigorous assessments aligned with lesson, unit, and annual goals

[ ]  Revise/continue to develop assessments for before/after each class and for each unit; use these to build lessons[ ]  Ensure whole team uses same planned assessments for same content, so team has comparable data * Incorporate standards-based grading

[ ]  Use agreed *source(s)* for standards-based grading across MCL team[ ]  Use agreed *process* for consistent grading across MCL team (who grades, with what rubric, when, sharing with whom)* + Capture data on both mastery and growth

[ ]  Use agreed computer-based student learning data monitoring system across MCL team[ ]  Use color-coded visual display (green, yellow, red) of lesson and unit learning mastery levels* **TRACK WITH AN EFFECTIVE & EFFICIENT SYSTEM**
	+ Follow assessment calendar that includes daily, unit, and interim assessments

[ ]  Use assessment calendar; make adjustments only in collaboration with instructional team of leaders [ ]  Weekly, after each unit, and after each interim assessment, *sort to identify trends and patterns* of student mastery by class, subgroup, and individual (this supports rapid reteaching and acceleration)[ ]  Monitor student *growth* over time* + Use online tools when possible

[ ]  Use planned online tools to ease burden of assessments, data loading, and reports of student mastery and growth* **GENERATE REPORTS TO SUMMARIZE MASTERY & GROWTH AND TO GUIDE INSTRUCTIONAL CHANGES**

[ ]  Weekly, after each unit, and after each interim assessment, generate reports to sort outcomes, as previously assigned by MCL * **ANALYZE DATA FOR INDIVIDUALS’ NEEDS, TRENDS, AND OUTLIERS**

[ ]  MCL team: identify trends and patterns of student *mastery*: MCL teamwide, class, subgroup, and individuals [ ]  Identify trends and patterns of student *growth* over time in subjects where growth benchmarks available [ ]  **Daily**: Develop a list of students who need reteaching or acceleration/in-depth next day[ ]  **Weekly**: Develop a list of students who need reteaching or acceleration next week[ ]  **After each unit**: Develop a list of students who need additional pre-teaching, likely reteaching, or likely acceleration/in-depth assignments for future related lessons or units[ ]  **After interim assessments**: Summarize growth against trajectory that students need to meet standards, or to make at least a full year of growth if above standards* Analyze data for individual needs and trends and collaborate with colleagues to improve instruction rapidly

[ ]  Identity individual students whose needs may fall outside of subgroup needs—for example, those not grasping after reteach[ ]  Collaborate with teaching team to identify alternative strategies known to team [ ]  Execute alternative strategies for individuals, or see next step (Research) if strategies unknown to team* **RESEARCH ADDITIONAL INTERVENTIONS ALIGNED TO EACH STUDENT’S NEEDS, AS NEEDED**

[ ]  MCL team: identify when a subgroup or individual student is not making learning growth with known strategies[ ]  Collaborate with school specialists—SPED, ELL, other—to obtain specialized diagnostics and approaches[ ]  Conduct online research, spreading work among MCL team, for ideas to help students not making growth[ ]  Incorporate strategies from all research sources—specialists, online research, other—to change instruction for whole team, whole classes, subgroups, and individual students who may benefit[ ]  Incorporate what works into future lessons |