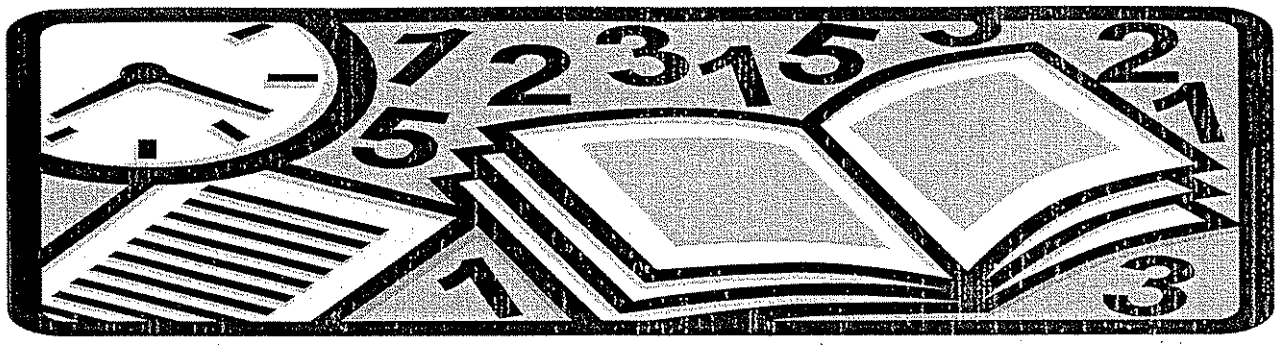

Seven Core Tasks for Improving Instruction

1. The school or district creates understanding and urgency around improving ALL students' learning for teachers and community, and they regularly report on progress.
- Data is disaggregated and transparent to everyone.
- Qualitative (focus groups and interviews) as well as quantitative data is used to understand students' and recent graduates' experiences of school.

2. There is a widely shared vision of what is good teaching which is focused on rigor, the quality of student engagement, and effective methods for personalizing learning for all students.
- Either developed by the district or schools.

3. All adult meetings are about instruction and are models of good teaching.

4. There are well-defined standards and performance assessments for student work at all grade levels. Both teachers and students understand what quality work looks like, and there is consistency in standards of assessment.

5. Supervision is frequent, rigorous, and entirely focused on the improvement of instruction. It is done by people who know what good teaching looks like.

6. Professional Development is primarily on-site, intensive, collaborative, and job-embedded and is designed and led by educators who model best teaching and learning practices.

7. Teams of teachers use data diagnostically at frequent intervals to assess each student's learning and to identify the most effective teaching practices. They have time built into their schedules for this shared work.

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