# 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 | |

| **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 |