

Seven Disciplines for Strengthening Instruction Diagnostic

The diagnostic tool below can help you assess how the seven disciplines show up in your own school or district. We encourage you to first fill out the diagnostic individually and then compare results with your colleagues, holding discussion among yourselves until you've had a chance to each respond individually. The discussion that follows will clarify your understanding of the disciplines themselves and almost certainly identify the most promising areas for further work in your school or district. We also encourage you not to skip over the identification of evidence. These indicators can be the most powerful discussion prompts and build a shared idea of what is, and what needs to be.

This diagnostic can be used with different groups - principals and teachers and central office administrators - to see to what degree there are differences in views that can be usefully explored. The diagnostic can also be given periodically as an informal assessment of progress.

Name _____

District _____

1. The district/school 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 & interviews) as well as quantitative data is used to understand students' and recent graduates' experience of school.

Not yet started 1 2 3 4 well-established in our school/district
Evidence:

2. There is a widely shared vision of what is good teaching which is focused on rigorous expectations, relevant curricula, and respectful relationships in the classroom.

Not yet started 1 2 3 4 well-established in our school/district
Evidence:

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

Not yet started 1 2 3 4 well-established in our school/district
Evidence:

Seven Disciplines for Strengthening Instruction Diagnostic (continued)

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.

Not yet started 1 2 3 4 well-established in our school/district
Evidence:

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.

Not yet started 1 2 3 4 well-established in our school/district
Evidence:

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.

Not yet started 1 2 3 4 well-established in our school/district
Evidence:

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

Not yet started 1 2 3 4 well-established in our school/district
Evidence: