Leadership Guide to *Success*

Agile **educators.** *Agile* **learners.** *Agile* **tools to support high achievement.**

Vision, Structure, and Implementation of Agile Mind Course Programs

agile Mind®

Our Approach

Mathematics

At the Charles A. Dana Center at The University of Texas at Austin, these are the things about which we are deeply passionate.

- We work to build an education system that drives opportunity for all children, no matter their circumstances.
- We are committed to an education system that nurtures students' intellectual passions and that ensures that every student leaves school prepared for postsecondary education and the contemporary workplace.

To achieve these ends, we work to provide for teachers, as instructional leaders, aligned, trustworthy tools to help them help their students meet rigorous mathematics standards. By design, the programs, tools, and services we have developed with Agile Mind support teachers and other educators in building a conceptual understanding of mathematics that enables students to make many connections early and often, and thus relate their earlier learning to their growing understanding of new concepts. This approach, rather than the approach of teaching in small, discrete chunks, better addresses the needs of diverse learners. It enables many more students to explore concepts in greater depth and also builds a stronger foundation for success in mathematics.

Kathi Cook
Project Director
The Charles A. Dana Center

Science

We know that students learn best when the context for learning is meaningful to them. We also know that students are more successful when they participate in activities and explorations that allow them to construct their own scientific understanding across time.

Thus, within the BSCS/Agile Mind science programs, we first try to access learners' prior knowledge and to engage them with relevant questions about the concepts being addressed. We then provide rich and meaningful experiences upon which students can build a fundamental understanding of these concepts.

We believe in teaching science as inquiry. From one course component to the next, we help students make important conceptual connections. Our focus is on enduring understandings—foundational ideas in science that students will remember for years to come. We therefore design each course component so that students are not just learning the science, but doing the science themselves.

Pam Van Scotter
Director
The BSCS Center for
Curriculum Development

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Leadership Guide to Success

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What is Agile Mind?

At Agile Mind, with the help of thousands of educators and administrators, we develop, test, and continuously improve mathematics and science programs, tools, and services that dramatically increase student engagement, student achievement and persistence, teacher effectiveness, and teacher satisfaction. Our aligned instructional programs are delivered in a next-generation learning system that integrates instruction, homework, assessment, reporting, and professional development. These comprehensive, standards-aligned programs and resources help educators teach smarter and engage all students in a commitment to high achievement.

Agile Mind's learning systems:

- Broaden student access to rigorous, comprehensive, college preparatory experiences in mathematics and science
- Foster high academic achievement and persistence
- Support exemplary, sustainable teaching practices
- Use technology to enhance the teaching and learning experience and to support R&D at low cost to the districts we serve

Partnership through professional development

Agile Mind's mission, and our promise to our partner districts and schools, is to support you in reshaping student achievement through exemplary, sustainable teaching practices. Our high-quality, research-based instructional programs, tools, and professional development services, can transform teaching and learning outcomes in your school.

Our professional development services are designed to inspire and equip educators to enact high-yield strategies – through use of our programs – that increase student engagement, achievement, and persistence in mathematics and science. Through our work together, our partner schools report significant gains in the number and diversity of students who achieve at high levels, thus preparing them to leave high school ready for college and for the contemporary workplace.

To achieve those objectives with partner schools and districts while accommodating the challenges you face in budget, time, and logistics, all of our professional development and support offerings are designed to leverage next-generation technology and personal services. We are there, from initial implementation to the ongoing realization of effective, sustainable teaching practices, supporting you with:

- Formal cycles of annual planning, implementation, professional development, and review
- National and regional Institutes
- Ongoing professional development—both personal and online—with experts
- Advisory services for critical problem-solving
- Anytime access to online and phone support
- Timely evaluation and reporting

To see what Agile Mind looks like in the classroom, review our video essay, *Teaching with Agile Mind*, located in the Professional Essays section of our mathematics course programs.

Agile Mind Course Programs and Services

How many teachers and students in your district will be using Agile Mind course programs this academic year?

Teachers _____

Students _____

Which course programs are you implementing? *Check all that apply.*

Mathematics

- ☐ Middle School Mathematics 2
- ☐ Middle School Mathematics 3
- ☐ Mathematics 6 (CCSS)
- ☐ Mathematics 7 (CCSS)
- ☐ Mathematics 8 (CCSS)
- ☐ Algebra I
- ☐ Algebra II
- ☐ CCSS Algebra I
- ☐ CCSS Algebra II
- ☐ Intensified Algebra I
- ☐ Geometry
- ☐ CCSS Geometry
- ☐ Precalculus
- ☐ Statistics
- ☐ Calculus AB

Science

- ☐ Biology

Adolescent Learning

- ☐ Summer-Start Academic Youth Development (AYD)
- ☐ Advisory Academic Youth Development (AAYD)

Assessment Service

- ☐ Agile Assessment

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A Vision of Success

With the help of thousands of educators and administrators, Agile Mind has developed, continuously tested, and improved our programs, tools, and services.

Our mission is to provide the resources you need to improve educational outcomes for all of your students--not just the privileged few--while supporting exemplary, sustainable teaching practices. We give you expert-designed tools and strategies, as well as recommendations for sound practice and daily instructional support.

Agile Mind's partners around the country provide meaningful evidence that schools serving a broad range of students can accomplish significant gains by using our programs effectively. Our partner schools report increased student engagement in mathematics and science, as well as dramatic increases in student achievement.

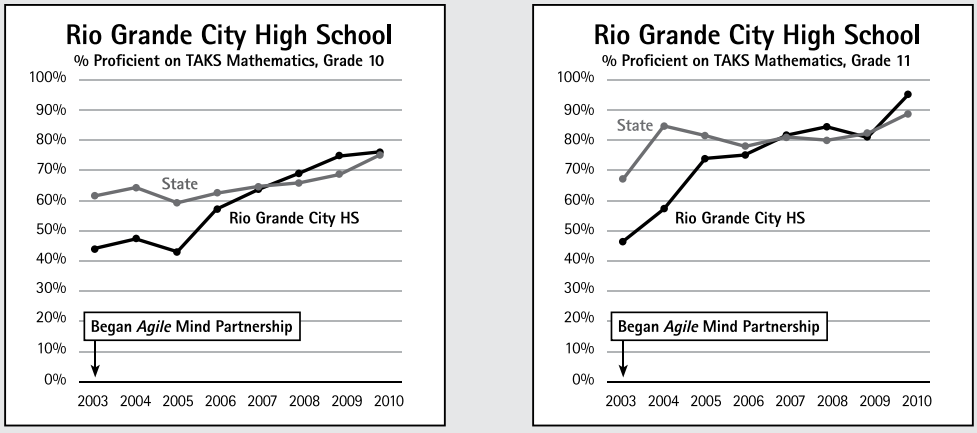
Greatest gains have been achieved through:

- Frequent and consistent in-class use by teachers and students
- Use of in-person and online professional support by teachers
- High levels of student use outside of class for homework and review

Rio Grande City High School

Among our most successful partner schools is Rio Grande City High School in Rio Grande City Independent School District in Texas. The student population in the district is 99% Hispanic, 85% economically disadvantaged, and 26% limited English proficient. Before partnering with the Dana Center and Agile Mind, the school's students were achieving significantly below the state average on the Texas Assessment of Knowledge and Skills (TAKS), a standardized test administered to all public-school students in the state. Since implementing Agile Mind programs in mathematics, the district has dramatically increased student achievement in mathematics.

As this graph demonstrates, Rio Grande City High School students now have a higher passing rate than the average passing rate for all students in the state. We are proud that the school's leadership attribute their success to our support in expanding their vision of students' capacities for achievement and in helping them realize these results.

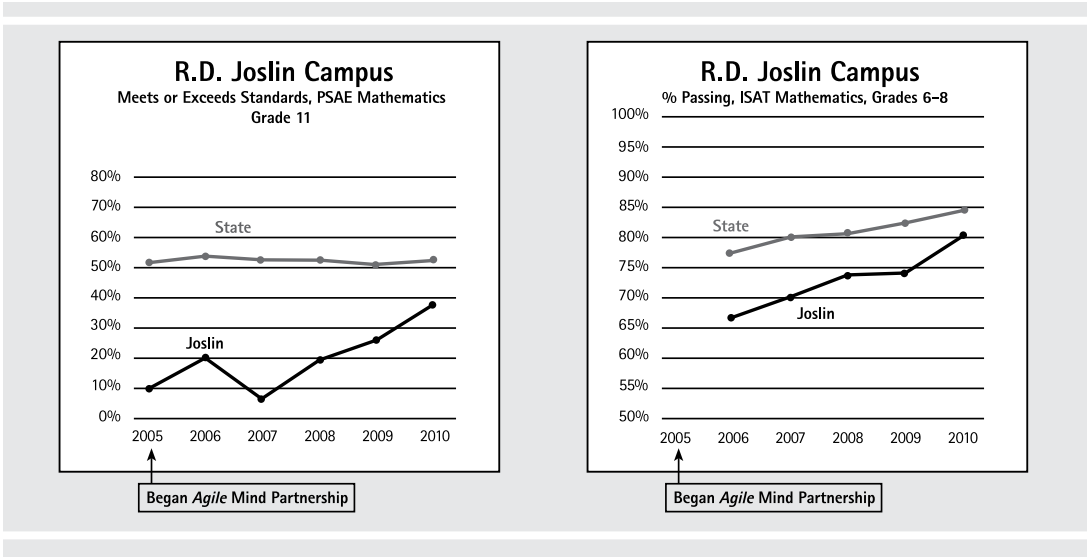


A Vision of Success

Perspectives Charter Schools, R. D. Joslin Campus

Another of our most successful partners is the Perspectives Charter Schools, R. D., Joslin Campus in Chicago, IL. The student population is 90% African American, 8% Hispanic, and 82% economically disadvantaged. In partnering with the Dana Center and Agile Mind, Perspectives' leadership sought to address these challenges: its high school students were among the lowest performing in the state on the Prairie State Achievement Examination (PSAE) and its middle school students were significantly below the state average on the Illinois Standards Achievement Test (ISAT).

Since beginning a partnership with Agile Mind in 2005, Perspectives' leadership has more than quadrupled the number of high school students meeting or exceeding standards on the PSAE, while the state results remain flat. At the middle school level the number of students passing the ISAT increased by 20%, improving at almost double the state improvement rate.



Our Commitment to Leadership

Site and district leadership are crucial to effective implementation of any innovation. We at Agile Mind commit to you, the leadership team, our most dedicated efforts, including the rapid sharing of promising practices that benefit your teachers and the students they serve. Over the past 7 years we have observed:

- Some teachers are characteristic "early adopters" who quickly enact our programs extensively; others observe the early adopters before proceeding. Some begin by strengthening their confidence and teaching skills by studying our just-in-time professional development resources outside of class; with supportive leadership, most migrate to more comprehensive participation within a year.
- Teachers report that our programs help them enact much more engaging, more highly effective instruction and formative assessment. They use the programs with increasing intensity for in-class instruction, and they are deeply grateful for the deep alignment of all components—including the embedded assessments—to the standards against which their students' learning will be measured.
- Teachers report that our daily instructional support and planning tools increase their productivity while reducing preparation time. They say that they are able to accomplish more with more of their students.
- Rich, prescriptive assessments improve students' learning outcomes, both by their design and because teachers receive online, real-time performance reports for every student that enable them to differentiate instruction.
- Through use of the testing features embedded in every topic of instruction, teachers say they help their students build critical preparedness for high-stakes tests.
- Teachers implement more rapidly when they receive positive recognition for their work in program implementation. You will speed up implementation efforts by recognizing and rewarding their initiative.
- Teachers require your support in getting students online for out-of-class study and problem solving. Many mistakenly assume that students cannot get online—and thus unwittingly deprive students of an opportunity to take responsibility for their learning outcomes. For adolescent learners, this experience is essential to their success in higher education and the contemporary workplace.

Since 2003, Agile Mind has served over 2 million students and nearly 20,000 educators. We have found that adult learners have different learning and adoption styles—just as students do. As a successful administrator, you will want to support varied adult learning styles, just as you support varied student learning styles, while keeping your school and district objectives front and center.

To guide leaders who are looking to optimize the pace of adoption and to ensure they champion the most high-yield practices, we have outlined the typical process for implementation of our programs. We report the structures and strategies that, if addressed effectively, will shorten the learning curve and increase the rate of adoption. Our objective is to support your instructional improvement efforts by assisting your teachers in leading highly engaging, challenging mathematics and science instructional experiences for all students.

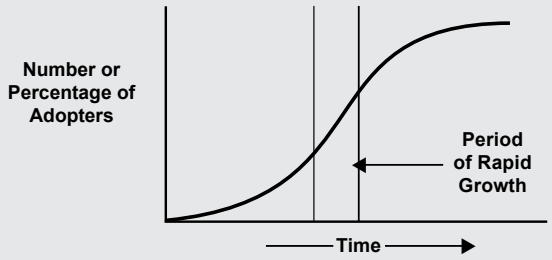
Implementation of a New Innovation

In measuring the success of implementation, we ask: How rapidly can individual teachers and their students benefit? How long does it take for the majority of teachers in a school or district—as well as their students—to benefit? What is a reasonable time for comprehensive implementation in a multi-school district to take place? How soon can these benefits to be measured by external exams? What can we and you do to speed these processes?

We are delighted to work with you to ensure the most rapid, effective implementation possible given the conditions in your school, your district, your community, and your state. Implementation is a process, as the research reflected in this graph shows, but the commitment and actions that leaders put in place can affect how rapidly or slowly the individual users adopt.

Implementation is a Process

- *Initially, implementation growth is slow.*
- *As more support structures are put in place, growth is more rapid.*
- *Finally, growth in implementation levels off as use becomes robust and later users adopt.*



Rate of adoption of an innovation over time.

Education researchers report that comprehensive implementation of any new innovation in a multi-school district is a 3–5 year process. In Agile Mind implementations we have observed that:

- Individual teachers report immediate benefit from the use of standards-centered visualizations of concepts, of formative assessments, and of real-time performance data to inform their instructional decisions. They report gains in student achievement on high-stakes exams within 1 to 2 years.
- Every teacher has concerns about a new innovation. Consistent with the authoritative findings of Rand Corporation studies,[1] teachers work to preserve their autonomy in the classroom, and district and school initiatives forwarded by leadership will impact teachers' daily practice to the greatest degree when teachers' professional judgment is honored and respected. With support from Agile Mind, leadership can most effectively enact change in the classroom by helping teachers first become comfortable with our programs and then experience their daily value in use, rather than by forcing them to adopt rigid use strategies.
- To produce whole-school gains on external exams at a single school or small district requires consistent implementation by a majority of teachers, and this typically requires 2 to 3 years. We have seen determined schools produce gains in as little as 1 year.
- In working with determined leaders in multi-school districts with stable faculty, we observe the process, from implementation to significant, measurable improvements on external exams, taking 2 to 3 years.

In the schools with which we have worked over the past 6 years, **the key ingredients in helping teachers implement more quickly and effectively are leadership's clear commitment, follow-through, and constructive monitoring.**

[1] Hamilton, L.S., Stecher, B.M., Russell, J.L., Marsh, J.A., & Miles, J., "Accountability and teaching practices: School-level actions and teacher responses." Research in Sociology of Education, 16 31-66, 2008.

Leadership Planning for Success

To implement Agile Mind's programs effectively and create measureable changes in student achievement, it is crucial to develop and share your vision of success with participating leadership and teachers, and to clearly communicate your expectations with everyone involved. You support your teachers by setting clear goals that give them confidence, focus, and stability.

Our work with partners has identified the specific structures that speed the implementation process and empower teachers to make decisions that support students' learning. These structures will help you prioritize the work necessary to translate your vision into action. Use the checklists on the following pages to identify specific logistical and planning strategies and timelines. Working through these structures will also help your Agile Mind Advisor better understand the needs of your teachers and students.

***Agile* Mind enables your teachers to realize that opportunity by tightly integrating *curriculum*, *learning assessment*, and *professional development*. Schools with *Agile* Mind change lives.**

Structures for a Successful Implementation: An Overview

Implementation Planning:

☐ Establish long-term goals and outcomes for the Agile Mind partnership.

☐ Develop clear expectations for teacher and student participation.

☐ Identify the district/school leads and key contacts.

☐ Communicate clearly with teachers about your vision for the implementation of Agile Mind.

☐ Develop a plan to guide and monitor your implementation.

Technology and Infrastructure:

☐ Ensure that teachers have the infrastructure they need to successfully enact the programs in the classroom.

☐ Allocate the resources that teachers and students need outside the classroom.

☐ Resolve any barriers to effective use of technology resources.

Integration and Alignment of Resources:

☐ Identify and align existing resources with Agile Mind.

☐ Identify and phase out resources that can impede the adoption of Agile Mind programs.

☐ Align your scope and sequence to Agile Mind programs.

☐ Integrate Agile Mind's powerful assessment tools with your current school or district assessments.

Use of the Programs and Services:

☐ Monitor teacher and student participation in the programs according to established and communicated guidelines.

☐ Plan initial classroom visits to ensure teacher participation is beginning with successful enactment strategies.

☐ Use the Implementation Observation Guide to ensure participation is progressing over time.

☐ Establish clear expectations for use of Agile Mind's robust assessments and reporting tools to inform instruction.

☐ Use Advisor Service reports and Administrator Reports to evaluate your ongoing implementation and identify teacher and student needs.

Professional Development:

☐ Prioritize Agile Mind Advisor support in your district calendar to enhance teachers' implementation efforts.

☐ Build collaborative planning time for teachers into your schedule.

☐ Ensure teachers are using professional development resources—specifically, **Advice for Instruction**.

Structures for a Successful Implementation: A Step-by-Step Guide

Your Agile Mind support team will assist you in addressing these crucial steps to a successful implementation, based on the specific needs of your district and school(s). Your Advisor will help you to review your progress throughout the year and to enact any needed adjustments in your plan.

Implementation Planning:

☐ *Establish long-term goals and outcomes for the Agile Mind partnership*.

With the support of an Agile Mind Professional Services Director or Advisor, the leadership team should establish specific goals for the implementation, develop plans to monitor and evaluate the participation in Agile Mind, and share these plans and expectations with participating teachers.

☐ *Develop clear expectations for teacher and student participation*.

Clear expectations for teacher and student participation in and out of the classroom, accompanied by the support necessary to overcome barriers to enactment, are critical to helping your implementation progress quickly. In successful implementations, leadership teams identify benchmarks for increasingly effective use over time by both teachers and students, and monitor progress against those expectations.

Teachers need support as they implement any new innovation. The leadership team should work with their Agile Mind Director or Advisor to assess teachers' ongoing needs and to strengthen the confidence and commitment of all users. Leadership should identify emerging team leaders and those worthy of recognition.

☐ *Identify district/school leads and key contacts*.

An implementation of Agile Mind can only be as successful as the leadership team that plans the implementation and supports and monitors progress. This team typically consists of a Central Office or Project Director, campus principals, and science/mathematics coordinator or team leaders. Each school should have an Agile Mind leader who will help coordinate implementation efforts and ensure teachers have the support they need to enact in the classroom.

☐ *Communicate clearly with teachers about your vision for the implementation of Agile Mind*.

Informing teachers as early as possible of your vision for Agile Mind in your district, and of how that vision is expected to impact their classroom practice, will immeasurably increase the success of your implementation. When possible, involve key faculty in early implementation planning, and always inform participating teachers about expectations and timelines.

☐ *Develop a plan to guide and monitor your implementation*.

Include leaders at both the district and school levels in the development and refinement of a comprehensive implementation plan. An implementation plan, developed and agreed upon by key stakeholders, is central to a successful implementation. It should incorporate the structures outlined in this document, and clearly identify expectations for all involved, including the leadership team, teachers, and students.

Technology and Infrastructure:

☐ *Ensure that teachers have the infrastructure they need to successfully enact the programs in the classroom.*

Campus principals and math/science coordinators can eliminate common barriers to implementation by ensuring that they secure a computer, projection device, and Internet access for all classrooms that will participate in Agile Mind programs. In addition, school leadership should identify any long-term technology needs, such as increased bandwidth or lab resources, as appropriate.

☐ *Allocate the resources that teachers and students need outside the classroom.*

Teachers and students need resources outside of the classroom, such as in the computer lab or the library, so that every participating student can reliably do 60-90 minutes of online assignments each week that are automatically graded and reported. Consult with your technology department to plan for this support of your implementation.

☐ *Resolve any barriers to effective use of technology resources.*

Additional challenges related to technology can occur, such as supporting teachers who are hesitant with new technology, organizing classrooms to facilitate the use of the computer and projector for presentation, or ensuring that district technology firewalls don't undermine reliable access to online resources. Campus and district leadership should ensure that potential challenges such as these are pinpointed and addressed quickly so teachers and students can fully participate in Agile Mind programs.

Integration and Alignment of Resources:

☐ *Identify and align existing resources with Agile Mind.*

Integrating a new innovation into practice includes evaluating how it will work with existing resources. Agile Mind offers a comprehensive system of teaching and learning: it was designed to work well with many other resources, particularly early in an implementation. Campus leadership and participating teachers should collaborate with their Agile Mind Professional Services Director or Advisor to identify how this integration will work, and which existing resources should be used in tandem with Agile Mind.

☐ *Identify and phase out resources that can impede the adoption of Agile Mind programs.*

Teachers often use existing resources because they are known, even if a new resource can more effectively drive student engagement and learning. Leadership should work with teachers to identify existing resources, such as assessments that do not effectively address the standards, or a textbook that does not effectively engage students or provide comprehensive instructional guidance, whose continued use is not beneficial and will inhibit the use of Agile Mind in and out of the classroom.

continued...

Integration and Alignment of Resources *continued...*

☐ *Align your scope and sequence to Agile Mind programs*.

In addition to the Alignments to Standards and Alignments to Textbooks that Agile Mind already provides, districts typically choose to align their scope and sequence to Agile Mind content. This enables teachers to more quickly effectively integrate Agile Mind content into existing lessons.

☐ *Integrate Agile Mind's powerful assessment tools with your current school or district assessments*.

Agile Mind's standards-aligned assessments and robust reporting capabilities enable teachers and administrators to assess student progress in real time. Districts often use these tools as part of their school- or district-wide assessment of student progress toward district and state benchmarks. Some districts accomplish this objective through the use of Agile Assessment, some through course programs, and some through both.

Use of the Programs and Services:

☐ *Monitor teacher and student participation in the programs according to established and communicated guidelines*.

Given the other mandates and materials in use, participation in the programs will vary, but the established guidelines you develop in your Implementation Plan can serve as a guide. Over the last 7 years, we have found that regular in-class use by teachers and 60-90 minutes of student online work outside the classroom every week for homework and review are optimal if the objective is to reshape student achievement on external measures of success.

☐ *Plan initial classroom visits to ensure teacher participation is beginning with successful enactment strategies*.

The observation, evaluation, and refinement of practice are all part of any improvement effort. Campus principals, assistant principals, or math/science coordinators should conduct classroom observation of teachers using Agile Mind programs early in the implementation. The Implementation Observation Guide (pages 18-19) can help leadership evaluate early levels of participation and offer suggestions for increasing participation over time. Observations are intended to help teachers consider opportunities to enhance practice rather than to mandate or evaluate rigid use strategies.

☐ *Use the Implementation Observation Guide to ensure participation is progressing over time*.

The observation tool in this guide can help leadership monitor teachers' implementation progress. The categories provide details of progressive use models, and leadership should support teachers' efforts to continually enhance their participation with the programs. Campus leadership should highlight and praise current progress, while identifying a few key areas for future attention to help teachers focus their improvement efforts.

Use of the Programs and Services *continued...*

☐ *Establish clear expectations for use of Agile Mind's robust assessments and reporting tools to inform instruction.*

Agile Mind assessments and reports dramatically alter teachers' ability to identify and respond to instructional challenges and student misconceptions. Leadership should include in the Implementation Plan specific guidelines for teacher and student use of assessments and reports. Teachers can make assignments from content or assessments, create tests that model high-stakes exams, and use the associated real-time reports for individuals and classes to enhance instruction for all students.

☐ *Use Advisor Service reports and Administrator Reports to evaluate your ongoing implementation and identify teacher and student needs.*

Advisor Service reports provide for leadership detailed feedback about the state of the implementation and the action steps for improvement, while Administrator Reports provide usage and performance data. These resources help leadership identify successes and challenges, develop strategies to support hesitant users, and refine their ongoing implementation plans.

Professional Development:

☐ *Prioritize Agile Mind Advisor support in your district calendar to enhance teachers' implementation efforts.*

It is crucial that leadership plan Agile Mind professional development as part of the district calendar. These services are designed to enable teachers to work closely with an Advisor and their peers to assess their participation in the programs, reflect on opportunities to enhance their practices, and develop specific action plans. Thus they are an invaluable part of the ongoing success of your district's implementation.

☐ *Build collaborative planning time for teachers into your schedule.*

Collaborative planning time enhances the work of the entire teaching team. In addition to Advisor sessions, this time gives teachers the opportunity to plan to facilitate common content or assessments, to review usage and performance data, and to determine their needs for their next Advisor session. Math/science coordinators or team leaders should meet with Agile Mind teachers regularly—at least monthly—to share information and provide new ideas for implementation.

☐ *Ensure teachers are using professional development resources—specifically,* ***Advice for Instruction.***

Agile Mind places at teachers' fingertips a comprehensive set of professional development resources to support instruction. The **Advice for Instruction** in particular provides page-by-page guidance from the authors and other exemplary teachers to help your instructional team engage students and increase achievement. Teachers who use the **Advice for Instruction** with fidelity report two significant results: 1) they facilitate more successful lessons, and 2) planning time decreases while gaining focus.

Structures for a Successful Implementation: A Checklist for Leaders

Fill in the chart with the necessary information to describe the status and plan for each structure within your school or district.

Structure	Current status/ Completion date	Responsible party/ Communication strategies	Additional notes
Implementation Planning			
☐ Establish long-term goals and outcomes for the Agile Mind partnership.			
☐ Develop clear expectations for teacher and student participation.			
☐ Identify the district/school leads and key contacts.			
☐ Communicate clearly with teachers about your vision for the implementation of Agile Mind.			
☐ Develop a plan to guide and monitor your implementation.			
Technology and Infrastructure			
☐ Ensure that teachers have the infrastructure they need to successfully enact the programs in the classroom.			
☐ Allocate the resources that teachers and students need outside the classroom.			
☐ Resolve any barriers to effective use of technology resources.			
Integration and Alignment of Resources			
☐ Identify and align existing resources with Agile Mind.			
☐ Identify and phase out resources that can impede the adoption of Agile Mind programs.			
☐ Align your scope and sequence to Agile Mind programs.			
☐ Integrate Agile Mind's powerful assessment tools with your current school or district assessments.			

A Checklist for Leaders *continued...*

Fill in the chart with the necessary information to describe the status and plan for each structure within your school or district.

Structure	Current status/ Completion date	Responsible party/ Communication strategies	Additional notes
Use of the Programs and Services			
☐ Monitor teacher and student participation in the programs according to established and communicated guidelines.			
☐ Plan initial classroom visits to ensure teacher participation is beginning with successful enactment strategies.			
☐ Use the Implementation Observation Guide to ensure participation is progressing over time.			
☐ Establish clear expectations for use of Agile Mind's robust assessments and reporting tools to inform instruction.			
☐ Use Advisor Service reports and Administrator Reports to evaluate your ongoing implementation and identify teacher and student needs.			
Professional Development			
☐ Prioritize Agile Mind Advisor support in your district calendar to enhance teachers' implementation efforts.			
☐ Build collaborative planning time for teachers into your schedule.			
☐ Ensure teachers are using professional development resources—specifically, **Advice for Instruction**.			

Implementation Observation Guide

Category	Beginning Use	Experienced Use	Advanced Use
Use of Content	Agile Mind components *(Overview, Explorings, Summary, Assessments)* are used sporadically and independent of other instructional resources.	Agile Mind components are employed several times a week to support instruction from other resources.	Agile Mind components are fully integrated into the mathematics or science curriculum.
	Teachers use a few components and pieces of topics in Agile Mind course programs during class.	Teachers use multiple components and entire topics in Agile Mind courses during class.	Teachers use courses in their entirety, employing and integrating all components in each topic.
	Teachers occasionally assign components to be used outside of class.	Teachers assign components as homework once every week or two.	Teachers assign homework from components 3 or more times a week and use completed homework to inform the next day's instruction.
	Students have user IDs but do not access Agile Mind regularly.	Students complete some assessments online and complete practice activities in Agile Mind.	Students use Agile Mind inside and outside of the classroom for instruction, practice, and assessments.
Use of Strategies and Resources	Teachers read the text and present pages word for word.	Teachers paraphrase text and use visualizations to launch, develop, or review content.	Teachers draw from student experiences and discussions to further develop lessons through questioning, projects, and group work.
	Teachers almost always employ whole-class instruction and discussion.	Teachers use whole-class grouping for most instruction but use small-group or partner work on occasion.	Teachers use whole-class, small-group, partner, and independent work formats as instructional needs dictate.
	Teachers introduce multiple representations or inquiry learning (science) and use them occasionally in lessons.	Teachers integrate multiple representations or inquiry learning into most of their lessons.	Teachers use multiple representations or inquiry learning in every lesson.
	Teachers engage and support students by using a few of the Agile Mind online tools, such as the *Glossary*, Language notes, and Check buttons.	Teachers engage and support students by using effective questioning (open-ended, scaffolded questions with sufficient wait-time) and prompting students to lead discussions or defend answers.	Teachers engage and support students by ensuring that student work is evident throughout the classroom, encouraging students to challenge each other and ask questions, and motivating students to use the services beyond the classroom for individual or group follow-up or review.
	Teachers use Professional Support tools such as **Advice for Instruction** occasionally.	Teachers use Professional Support tools, particularly **Advice for Instruction**, several times a week.	Teachers use Professional Support tools, particularly **Advice for Instruction**, constantly.
	Student Activity Sheets are used to clarify student learning occasionally.	Student Activity Sheets are used for review, small group or lab activities, or differentiation of instruction.	Student Activity Sheets are integrated into lessons to differentiate instruction individually, in groups, and outside of class.

Category	Beginning Use	Experienced Use	Advanced Use
Use of Assessment and Reports	Teachers use assessment items rarely. Typical use is in class with the whole group.	Teachers use assessments in class and outside of class for homework.	Assessment items are used as warm-ups or in other formative ways to inform instruction, as well as for homework and practice.
	Teachers assign assessments offline or occasionally use them online for Assignments and Tests.	Teachers assign one or more assessment component online and occasionally review reports.	Teachers assign all assessments consistently, and student and class report data are reviewed regularly.
	Teachers are aware of reports but use them infrequently.	Teachers review reports frequently and occasionally adjust their instruction based on data.	Teachers review reports on a weekly basis and consistently make instructional decisions based on data.
	Teachers who have access to Agile Assessment use the service occasionally to create quizzes.	Teachers who have access to Agile Assessment use the service regularly to create quizzes and tests.	Teachers who have access to Agile Assessment consistently use the service to generate reports that guide team meeting discussions about student progress and learning needs.
Curriculum Alignment and Planning	Agile Mind and other resources and materials are loosely aligned.	District scope and sequence and Agile Mind materials are aligned.	District scope and sequence and Agile Mind materials are aligned, or district adopts Agile Mind scope and sequence.
	Teachers plan independently.	Teachers begin to plan collaboratively.	Teacher teams engage in regular collaborative planning and review of student work.

***Agile* Mind works.**
It equips teachers to enhance teaching, improve their mastery, and transform achievement.

Ongoing Leadership Support

After all the necessary structures are in place, you may ask whether and how you should continue to support this instructional improvement agenda. Your Advisor can provide ideas that reflect the experience in your setting, and you should also consider these suggestions, which are based on successful implementations we have observed over the past 7 years.

Encourage teachers to try new strategies

- Encourage teachers to use the Agile Mind professional development resources, particularly the **Advice for Instruction**, **Animation Index**, and search features to increase their comfort with the programs and tools and to identify new instructional strategies.
- Embrace the fact that teachers may refine or improve their existing strategies for implementation. Refer teachers to the Implementation Observation Guide to assess their current participation, and encourage them to set goals for specific categories of usage throughout the school year.
- Provide a forum for teachers to discuss their questions, challenges, and successes with Agile Mind, and be responsive to their needs.
- Recognize the importance of teachers making their own decisions about how to incorporate the programs in the classroom.
- Emphasize the "why," not the "what." Remember, the goal of this process is to help more of your students succeed in mathematics and science!

Encourage collaboration

- Bring together people (both within and outside the school/district) who are interested in working collaboratively, and work with them to establish reasonable expectations for their efforts.
- Encourage, but don't attempt to force, leadership.
- Find opportunities for teachers to share their knowledge and skills with others.
- Provide common planning time to teachers of the same courses and to vertical teams to collaboratively plan upcoming instruction using Agile Mind programs.
- Stress the importance of integrating Agile Mind with other major resources.
- Connect teachers with others whose early concerns have been addressed and who will be supportive.

Communicate your support

- Recognize the challenge teachers face in implementing any new innovation, and show support for their efforts and successes.
- Continue to show commitment to Agile Mind in visible ways. Provide continuing recognition to those who evidence initiative in participation—in your district or school newsletter, during announcements, or even in personal notes.
- Foster student participation and online review and practice through community involvement and communications with parents.

Set reasonable expectations

- Show how Agile Mind can be implemented progressively over time rather than in a single leap; establish practical expectations about what is attainable. Use the Implementation Observation Guide, but remember that teachers' individual participation can vary greatly, particularly early in an implementation.
- Talk with the department chair or science/math coach personally about how things are going; ask for concerns and issues and work together to address them.
- Encourage and foster, but do not force, lockstep implementation of Agile Mind programs. Provide encouragement and support while maintaining expectations.
- Continue to share information that will increase interest in Agile Mind programs but not be overwhelming. For example, suggest that teachers post the ways they have been participating on a list in a shared space. Review the list at staff or departmental meetings.
- Meet informally with teachers and acknowledge that their needs for awareness are expected and reasonable and that all questions about Agile Mind programs are valued and important.

Utilize meeting time to support teachers

- Visit departmental staff meetings to talk about the initiative and to show your ongoing commitment to improving science or mathematics instructional outcomes.
- Encourage those who are using Agile Mind programs to present their successes in staff meetings.
- Use departmental meetings or professional development days to align your Agile Mind programs to state standards, pacing guides, and classroom resources.

Provide ongoing professional development opportunities

- Encourage teachers to attend relevant conferences and professional development opportunities.
- Involve teachers who are experienced with Agile Mind programs in providing technical assistance to others who need it.
- Provide professional development opportunities tailored for developing leadership skills.

> My students are no longer passive observers — they have become active learners. Because there are now fewer interruptions and discipline issues, the amount of time I can devote to instruction has increased dramatically, and my students are much more productive. It is difficult to describe how different I feel at the end of a long school day, and I can say that I am not only happier but more hopeful.
>
> **Holly Hancock**
> *Secondary Mathematics Teacher*
> Limestone Community School, Maine

Implementation Timeline

Your School Support Services Manager and your Agile Mind Professional Services Director or Advisor will guide you through the implementation process. This chart provides a starting place for tracking activities and making notes of action items or dates to be scheduled. Each time your Advisor visits your school, he or she will meet with you briefly to answer questions, review progress, and offer suggestions.

Date to Be Completed	Activity or Service	Person(s) Responsible	Notes: Advisor Discussion	Completed
	Implementation Call			
	Rosters Sent to School Support Services			
	Scope and Sequence Aligned			
	Leadership Seminar			
	Agile Assessment Consultation			
	Initial Professional Services Institute			
	Ongoing Professional Services			
	Ongoing Professional Services			
	Ongoing Professional Services			
	Ongoing Professional Services			
	Ongoing Professional Services			

Agile Mind Professional Services Plan

Professional services are central to our partnership agreement, so we want to collaborate with you to make the most productive use of our time with you and your teachers. Our goals for serving you are summarized below. In reviewing them, note that your Agile Mind Professional Services Director or Advisor will meet with you to review the progress of your implementation and the evidence of student learning. Because of their scheduling challenges, some schools require more than one Advisor to support their teachers as they enact the implementation process to ensure that they meet their goals.

Professional Services Goals

1. Increase effective use of Agile Mind Course Programs by teachers to increase student engagement, achievement, and persistence in mathematics and science.
2. Ensure and support district leadership involvement in the implementation process.
3. Support project directors and principals as leaders of the implementation process at the school level.
4. Ensure that Agile Mind participation and achievement reports are used to inform instruction, plan professional development, and transform student achievement.

Planning Considerations

The first Advisor session typically occurs within the first 4-6 weeks of the school year. This is crucial to reinforce teachers' work with the programs and to expose them to tools and methods they may not yet be using.

What dates are available for key professional services? _____

A successful implementation is dependent upon the support of participating teachers, your leadership, and the Agile Mind Professional Services team. Advance planning for professional development makes potential logistical challenges easier to anticipate and greatly increases the likelihood that teachers' participation in the programs will progress in effectiveness over time.

Can you include Agile Mind in your professional development plans for next year, as well as this year, to avoid unnecessary substitute costs? _____

Teachers must have a projector to use Agile Mind programs in the classroom.

Do all of your teachers have projectors in their classrooms? If not, when can you solve that problem? _____

For students to have personal access to the programs for use outside of class, and for your teachers to be able to use our reporting capabilities, you must submit student rosters to our School Support team.

Who will send the rosters? _____

And when? _____

Leadership Guide to *Success*

agile Mind®