Leadership Guide to *success*

Sample pages prepared for the
Louisiana Teacher Leader Summit 2017

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

Vision, Structure, and Implementation of Agile Mind Course Programs

agile Mind®

Leadership Guide to Success

agile Mind®

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Introduction: Welcome to Agile Mind

Our mission—and our promise to you—is to provide the programs, tools, and instructional improvement systems you need to transform student engagement and achievement through exemplary, sustainable teaching practices.

The work of Agile Mind is built on a core belief: **all students deserve access to, and support succeeding in, high quality, rigorous mathematics and science courses.** Since our founding in 2002, Agile Mind has been committed to providing the highest quality tools, programs, and services to America's middle and high school districts. We respectfully partner with dedicated educators to nurture their students' intellectual passions and to prepare them for success in postsecondary education and the 21st century workplace. Our tools and resources directly support schools in their efforts to:

- Transform **student achievement** in mathematics and science
- Foster **student engagement** and productive persistence
- Enhance **educator effectiveness**
- Ensure **teacher satisfaction and retention**

Research and Development Partners

Agile Mind course programs are grounded in years of research and experience from our partners at leading educational research institutions. We work with our research partners and with a community of scholars and educators nationwide to apply qualitative and quantitative research to the systematic improvement of our curricula, our formative assessments, and our student and educator supports.

The Charles A. Dana Center at The University of Texas at Austin serves as the intellectual leadership and the lead author of the instructional content in our middle school, high school, AP®, and Academic Youth Development course programs. The Dana Center develops and scales math and science education innovations to empower educators, administrators, and policy makers in supporting successful transitions throughout the K–14 system for all students, especially those who have historically been underserved. The Dana Center's portfolio of initiatives, grounded in research and more than 20 years of experience, centers on mathematics and science education from prekindergarten through the early years of college, focusing in particular on strategies for improving student engagement, motivation, persistence, and achievement.

The **Biological Sciences Curriculum Study (BSCS)** serves as lead author of the instructional content in our high school biology services. BSCS, nationally recognized for its excellence in science education, is a nonprofit corporation that endeavors to improve all students' understanding of science and technology by developing exemplary curricular materials, supporting their widespread and effective use, and providing professional development.

The **Learning Sciences Research Institute (LSRI) at the University of Illinois at Chicago** is a principal collaborator in the research and development of Intensified Algebra I. LSRI is a collaboration among international, national, and UIC-based researchers to improve educational opportunities for an array of learners. LSRI's mission is to improve instruction and learning by creating a new, larger, and streamlined institute to function as a campus-wide, multidisciplinary unit with greater impact, visibility, and leveraging of resources.

Our Approach

To date, Agile Mind has served nearly three million students and 30,000 educators. Here is how we approach our work.

1) We empower students and teachers with a comprehensive, aligned system for teaching and learning.
Agile Mind course programs are much more than a digital curriculum. They are a complete set of tools to help teachers work more effectively and to help students take responsibility for their learning:

- Rigorous, coherent course curricula built for our next-generation standards, enriched by animations, multiple representations, and simulations of central concepts
- Job-embedded professional development—with daily guidance, lesson plans, and activities
- Rich formative assessments
- Robust practice, homework, and test prep resources for students
- Real-time data and reports
- Face-to-face consultative, research-based professional development for teachers and leaders

2) We equip teachers and leaders to fulfill their crucial role as the heart of instructional improvement.
Agile Mind programs are designed to equip teachers and leaders with resources worthy of the challenges they face every day. We use 21st century technologies to provide the tools, knowledge, and support educators need to elevate their practice for all of the students they serve.

3) Our tools and resources are built for next-generation standards, not just aligned to them.
Agile Mind's foundational research and development partner, the Charles A. Dana Center at The University of Texas at Austin, has been involved from inception in the Common Core State Standards for Mathematics (CCSSM) and Texas Essential Knowledge and Skills (TEKS)—and in the deeper learning they represent. Leveraging that knowledge and expertise, our programs have been built from the ground up to incorporate the vision as well as the requirements of these next-generation standards. Our professional development services are specifically designed to address the practice and content standards envisioned by these more rigorous academic and college readiness requirements.

4) Our task is nothing less than preparing students for success in college and beyond.
Core to Agile Mind's pedagogical approach is the knowledge that 21st century skills (also called "noncognitive factors"), such as motivation, positive self-belief, and productive persistence, are fundamental to a student's success in school, college, and career. Agile Mind mathematics and science programs are designed to incorporate breakthrough findings in the learning sciences, neuroscience, and psychology on these noncognitive factors and their effect on student learning. These concepts are explicitly taught in our family of **Academic Youth Development** programs.

5) Based on the latest research, our robust formative assessment tools drive great teaching.
A rich body of research indicates that formative assessment—in which teachers collect and analyze data on student progress to inform instructional decisions over the course of a lesson, unit, or marking period—produces greater growth in student achievement than virtually any other improvement effort. Every Agile Mind course program encompasses thousands of formative assessments, most of which can be automatically graded and reported in real time, providing instantaneous, targeted feedback for learners while enabling teachers to use data to impact instructional decisions.

Agile Mind Course Programs

Our portfolio of course programs spans middle school mathematics through Advanced Placement® Calculus and Statistics, as well as high school Biology and Academic Youth Development, a unique family of programs based on new knowledge emerging from the psychological and learning sciences designed to strengthen academic identities, enhance classroom participation, and raise achievement.

Academic Youth Development (Adolescent Learning)
Our Academic Youth Development (AYD) encompasses both established and emerging research on student motivation, effort, and learning—as well as powerful knowledge on the malleability of intelligence—and is designed to increase the number and diversity of students who persist and succeed in STEM courses and in high school. They help students transform their academic identities and engage as learners while strengthening classroom culture.

☐ Summer-Start Academic Youth Development – *Three-week summer program designed to support transition into Algebra I and high school.*

☐ School-Year Academic Youth Development – *Taught during advisory, homeroom, or after school; supports students in grades 8–10 and their teachers in applying AYD to schoolwork across the content spectrum.*

☐ An Educator's Course in Academic Youth Development – *Professional development experience to engage with research underpinnings and applications of AYD.*

☐ Intensified Algebra I – *Designed for students one to three years behind in mathematics; combines Algebra I content with AYD ideas to help students succeed in Algebra I the first time within one academic year.*

Mathematics
Agile Mind mathematics courses are explicitly built for next-generation standards. They are designed to help students develop a conceptual understanding of mathematics—to produce empowered mathematical thinkers and learners—and to support teachers in creating conditions that foster rich academic discourse.

☐ Mathematics 6
☐ Mathematics 7
☐ Mathematics 8
☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Precalculus
☐ AP® Calculus
☐ AP® Statistics

Science
Through in-depth exploration, students "do" science: they make and test predictions, analyze data, and develop explanations based on evidence.

☐ Biology

Agile Assessment
Agile Assessment provides educators with flexible tools for creating high quality formative assessments and for capturing real-time data that can be used to affect student learning every day. Thousands of research-based items are aligned to next-generation standards.

Agile Mind Tools for Leaders and Teachers

Agile Mind's course programs are designed as a comprehensive teaching and learning system, including rigorous, standards-based curricula, embedded professional support, formative assessment tools, practice, homework and test prep resources, and data analytics and reporting. These resources and tools support teachers and leaders in their daily practice.

Agile Mind's learning systems:

- Support exemplary planning opportunities to sustain effective teaching practices
- Provide teacher and student access to the course content through daily, rigorous, comprehensive, college preparatory delivery of instruction in mathematics and science that fosters high academic achievement and persistence
- Enhance the teaching and learning experience by strategically using technology to help teachers monitor instruction and differentiate effectively

Professional Support:
Plan the Course – Overview of daily and long-term instructional planning tools
Scope and Sequence – Alignment of course content and objectives to standards
Advice for Instruction – Daily instructional guidance from expert curriculum designers
Prepare Instruction – Concept preview, with notes on prerequisite skills, advice for preparation, and materials
Deliver Instruction – Strategies to address content and practice standards, foster engagement, and facilitate discourse
Professional Essays and Videos – Educational research and showcases of best practices to support professional inquiry

Instructional Content:
Overview – Introduce concepts with real-world scenarios (through visualizations and animations)
Exploring – Students explore concepts fully through hands-on inquiry and multiple representations
Summary – Review and solidify students' understanding of concepts and new academic language
Student Activity Sheets – Companion to visualizations and animations; support engagement with concepts

Course Materials:
Course Topics – Topic-by-topic summary of how concepts are introduced, developed, and reinforced throughout course
Animation Index – Searchable list of how course concepts are depicted using animations and visualizations
About the Course – Overview of course content, pedagogy, connection to other courses, as well as author profiles
Alignment to Standards – Listed by topic (topics-to-standards) and by standard (standards-to-topics)
Glossary – English, Spanish, and visual representations of key concepts

Assessments:
Guided Assessment – Formative assessment items in a variety of dynamic formats (e.g., drag and drop, fill in the blank)
More Practice – Like Guided Assessment, include hints and feedback to help build mastery and confidence
Multiple Choice – Simulate high-stakes tests to demonstrate content mastery students will need for end-of-year exams
Constructed Response – Complex, multistep problems that are printable and ideal for group and project work

Reports:
Enrollment – Monitoring system-wide roles and logins
Usage – Student and teacher participation at the system, school, and classroom level
Quiz – Student performance over time by school, class, and individual student